DOCUMENT RESUME

ED 439 754 JC 000 270

TITLE	Institutional Self Study, Wayne County Community College District, 1999-2000. Submitted to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.
INSTITUTION	Wayne County Community Coll., Detroit, MI.
PUB DATE	1999-11-00
NOTE	321p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); College Outcomes Assessment; *Community Colleges; Educational Assessment; *Institutional Evaluation; Outcomes of Education; School Effectiveness; *Self Evaluation (Groups); *Summative Evaluation; Tables (Data); Two Year Colleges

ABSTRACT

This report presents the self-study conducted by Wayne County Community College District in preparation for its accreditation review, and contains a preface, 12 chapters, and appendices. Chapter one presents the history of the college, accreditation history, significant developments since 1992, responses to the previous North Central Association (NCA) visit in 1992, and responses to the previous NCA focused visit in 1997. Chapter two outlines the general institutional requirements for accreditation. Chapters three through ten discuss the ways in which the college has worked to meet the criteria established by the accrediting association. They are organized into the following areas: mission, governance, human resources, financial resources, physical resources, institutional effectiveness, planning, and integrity. Chapter eleven examines federal compliance with a look at credits, program length, and tuition, institutional compliance with the higher education reauthorization, advertising and recruitment material, and institutional accreditation. Chapter twelve presents the conclusions of this report, including comments, future challenges, and a request for continuing accreditation. Appendix A contains Basic Institutional Data Forms. Appendix B presents the Governance Handbook, while Appendix C puts forth Executive Summaries of Selected Surveys, including Personal Assessment of the College Environment (PACE), Community Survey 1998, and Faculty Inventory: The Seven Principles of Good Practice. (VWC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 754

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
DETROIT, MICHIGAN
SERVING 32 CITIES AND TOWNSHIPS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1999-2000

INSTITUTIONAL SELF-STUDY

SUBMITTED TO THE

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

OF THE

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

NOVEMBER 1999

JC000270

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Pieronek, J.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

MISSION STATEMENT

Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban and multicultural institution, whose mission is to promote the educational, cultural and economic development of the community by providing quality education.

COMPLIANCE STATEMENTS

STATEMENT OF COMPLIANCE WITH FEDERAL AND STATE LAW

Wayne County Community College District, pursuant to the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Vietnam-Era Veterans Readjustment Act of 1974, the Elliot-Larsen Civil Rights Act, Executive Order 11246, and Title II of the Americans for Disabilities Act (ADA), complies with all Federal and State laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.

It is the policy of WCCCD that no person, on the basis of race, color, religion, national origin, age, sex, height, weight, marital status, disability, or political affiliation or belief, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. (Policy adopted by the Wayne County Community College District Board of Trustees 7/28/93; revised 7/6/1994.)

NOTICE OF NONDISCRIMINATION POLICY

Any question concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, and inquiries related to Title II of the Americans with Disabilities Act (ADA), which provides comprehensive civil rights protection for individuals with disabilities, or the College's Statement of Compliance with Federal and State law, should be directed to Tamara Hendricks, director of Human Resources, Wayne County Community College District, 801 W. Fort, Detroit, MI 48226 or by calling 313-496-2732.

DRUG-FREE WORKPLACE POLICY

Wayne County Community College District will make every effort to provide a drug-free workplace and environment. The College expressly prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance in the workplace. The term "controlled substance" shall mean a controlled substance in schedules I through V, of Section 202 of the Controlled Substance Act (21 U.S.C.812).

Any individual found to be in violation of this policy is engaged in gross misconduct and subject to disciplinary action, up to and including termination.

All employees will, as a condition of their employment, abide by the terms in this policy. In addition, employees engaged in the performance of a federal grant or contract will notify their supervisor and/or personnel department of any criminal drug statute conviction occurring in the workplace no later than five (5) days after such conviction. (Policy adopted by the Wayne County Community College District Board of Trustees 6/28/89, revised 9/23/92.)

SMOKE-FREE COMPLIANCE

Wayne County Community College District and its facilities are smoke-free in compliance with the Michigan Clean-Air Act of Smoke-Free Workplaces

BOARD OF TRUSTEES

Frank Hayden, chairperson, District 3
Larry K. Lewis, vice-chairperson, District 6
Mary Ellen Stempfle, secretary, District 1
Charles Paddock, treasurer, District 8
Edward D. Clemente, member, District 7
Juanita C. Ford, member, District 2
Michael J. Reddy, member, District 9
Myron Wahls, member, District 4
Denise Wellons-Glover, member, District 5

TABLE OF CONTENTS

TABLE OF FIGURES .... **XI**

PREFACE .... **XV**

SPECIAL RECOGNITION XVII
- Steering Committee xvii
- General Institutional Requirements Sub-Committee xviii
- Criterion I Committee xix
- Criterion II Committee xx
- Criterion III Committee xxi
- Criterion IV Committee xxiv
- Criterion V Committee xxiv
- Federal Compliance Committee xxv
- Governance Sub-Committee xxv

CHAPTER ONE **1**

HISTORY OF THE COLLEGE **1**
- The 1970's 2
- The 1980's 2
- The 1990's to the Present 3
- Appointment of Dr. Curtis L. Ivery: 1995 5

ACCREDITATION HISTORY **8**

SIGNIFICANT DEVELOPMENTS SINCE 1992 .... **11**
- Turnover in Senior Staff 11
- Site-Based Management 11
- Board Membership 11
- College Name 11
- Education First Foundation 12
- 1997 Tornado/Storms 12
- Student Outcomes Assessment 12
- Staff Development and Training 12
- Reimbursement 13
- Permanent Millage 13
- Border Infringement 14
- College Security 14
- Athletics 14
- Technology 14
- Reopening Western Campus 15

RESPONSE TO THE PREVIOUS NCA VISIT — 1992 17
  Faculty Development Plan 21
  Staff Development 21
RESPONSE TO THE PREVIOUS NCA FOCUSED VISIT — 1997 25
  Strategic Planning Concerns 25
  Assessment of Student Academic Achievement Concerns 26
  Finance Concerns 26
  Governance Concerns 27
  Board Development Concerns 28

CHAPTER TWO: THE GENERAL EDUCATION REQUIREMENTS 29

CHAPTER THREE: CRITERION I (MISSION) 35
  INTRODUCTION 35
  MISSION 35
  PURPOSE 37
  VISION STATEMENT 38
  EVALUATION PROCESS 39
    Internal Constituencies 39
    External Constituencies 39
    Published Goals 40
  GENERAL EDUCATION 40
  PARALLEL MISSION GOAL STATEMENTS 43
  COMMITMENT TO TEACHING AND LEARNING 49
  DECISION MAKING 49
  SUMMARY 50
  STRENGTHS 50
  CHALLENGES FOR THE FUTURE 50

CHAPTER FOUR: CRTIERION II (GOVERNANCE) 51
  INTRODUCTION 51

5

PORTRAIT OF THE SERVICE DISTRICT 51

BOARD OF TRUSTEES 53

AUDITS 55
External 55
Internal 55

GOVERNANCE 56

UNION PARTICIPATION 58

ORGANIZATIONAL STRUCTURE 59
OFFICE OF THE CHANCELLOR 60
OFFICE OF EDUCATIONAL AFFAIRS 61
OFFICE OF ADMINISTRATION AND FINANCE 65

SUMMARY 67
GOVERNANCE AND ADMINISTRATION 67

STRENGTHS 67

CHALLENGES FOR THE FUTURE 68

CHAPTER FIVE: CRITERION II (HUMAN RESOURCES) 69

ADMINISTRATIVE STAFF 69
EXEMPT STAFF 69
PROFESSIONAL AND ADMINISTRATIVE ASSOCIATION (P&AA) 69
SUPPORT STAFF (UAW) 72
FACULTY (AFT) 73
Faculty Assignments 75
Working Conditions 75
Discipline Interaction 76
A Measure of Dedication 76
Communications 76
Campus Climate: *PACE* Survey 77

SUMMARY 80
HUMAN RESOURCES 80

STRENGTHS 80

CHALLENGES FOR THE FUTURE 81

CHAPTER SIX: CRITERION II (FINANCIAL RESOURCES).....83

FINANCIAL RESOURCES.....83

Revenues.....83
Current Revenue Outlook.....84
Property Tax Millage Revenue.....85
State Aid Revenues.....85
Tuition Revenue.....85
Other Revenue.....85
Expenditures.....86
Audits.....90
Auxiliary Budget.....90
General Fund.....91

SUMMARY.....93

FINANCIAL RESOURCES.....93

STRENGTHS.....93

CHALLENGES FOR THE FUTURE.....93

CHAPTER SEVEN: CRITERION II (PHYSICAL RESOURCES).....95

Enrollment.....96

DOWNRIVER CAMPUS.....98

Physical Plant Update.....99
Academic Programs.....99

DOWNTOWN CAMPUS.....100

Physical Plant Update.....101
Academic Programs.....101

EASTERN CAMPUS.....102

Physical Plant Update.....102
Academic Programs.....103

NORTHWEST CAMPUS.....104

Physical Plant Update.....105
Academic Programs.....105

WESTERN CAMPUS.....106

Physical Plant Update.....107
Academic Programs.....107

GENERAL CAMPUS FACILITIES AND SERVICES.....108

Security and Safety.....108
Learning Resource Centers.....109
Computing Centers.....112

7

Multi-Learning Labs 114
Information Technology (IT) (formerly MIS) 115
Supportive Services 115

SUMMARY 117

PHYSICAL RESOURCES 117

STRENGTHS 117

CHALLENGES FOR THE FUTURE 117

CHAPTER EIGHT: CRITERION III (INSTITUTIONAL EFFECTIVENESS) 119

INTRODUCTION 119

MICHIGAN PERFORMANCE INDICATORS 119

EDUCATIONAL PROGRAMS APPROPRIATE TO AN INSTITUTION OF HIGHER EDUCATION 121

ACADEMIC PROGRAMS: 1992-1999 122
General Education 122
The Division of Arts and Sciences 122
The Division of Career and Technical Education 126
Program Review 128
Standards and Measures 128
Distance Learning Department 130

ASSESSMENT OF APPROPRIATE STUDENT ACADEMIC ACHIEVEMENT IN ALL OF ITS PROGRAMS 133

THE FIVE EVALUATIVE QUESTIONS 133
"CONNECTING THE DISCONNECTS": WHAT REMAINS TO BE DONE 138

TRANSCRIPTS THAT ACCURATELY REFLECT LEARNING AND FOLLOW COMMONLY ACCEPTED PRACTICES. 146

EFFECTIVE TEACHING THAT CHARACTERIZES ITS COURSES AND PROGRAMS. 147

PACE Survey Results re Effective Teaching 147

ONGOING SUPPORT FOR PROFESSIONAL DEVELOPMENT FOR FACULTY, STAFF, AND ADMINISTRATORS. 149

Professional memberships 149
In-house workshops 150
PACE Survey Results re Professional Development 151

STUDENT SERVICES THAT EFFECTIVELY SUPPORT THE INSTITUTION'S PURPOSES. 153

Student Affairs 153
Records, Registration, Admissions 154

Enrollment Management and Admissions 154
Student Retention 155
Academic Support Services 157
Changes Planned in OEMSS 160

STUDENT SATISFACTION SURVEY 161

SERVICE TO THE COMMUNITY AND EXTERNAL CONSTITUENTS 164

Department of Workforce and Economic Development 164
Educational Bridge Programs 166

COMMUNITY SATISFACTION SURVEY 167

SUMMARY 171

STRENGTHS 171

CHALLENGES FOR THE FUTURE 172

CHAPTER NINE: CRITERION IV (PLANNING) 175

OVERVIEW 175
Institutional Stability 175
Financial 176
Annual Operating Budget 177
Physical Facilities 177
Human-Resources 177
District Strategic Planning History 178
Evolution of the Plan: 1996-97 180
Evolution of the Plan 1996-2000 181
Linking the Long-Range Strategic Plan to the Budget 183
Wayne County Community College District Operational Plan 183
Environmental Scanning 183
Current Strategic Planning; 2000-2005 184
Planning Model 184

SUMMARY OF WAYNE COUNTY COMMUNITY COLLEGE DISTRICT PLANNING HISTORY MILESTONES 187

Resource Documents 190

SUMMARY 192

STRENGTHS 192

CHALLENGES FOR THE FUTURE 193

CHAPTER TEN: CRITERION V (INTEGRITY) 195

OVERVIEW 195

THE COLLEGE ACCURATELY COMMUNICATES ITS POLICIES AND PROCEDURES TO ITS CONSTITUENCIES. 195

- College *Catalog* 196
- Schedule of Classes 196
- View-book 196
- Recruitment Brochures 197
- Web Page 197
- Faculty Resource Guide 197
- Student Handbook 198
- The AFT Master Agreement 198

THE COLLEGE ENSURES ACCURACY AND INTEGRITY IN PUBLICATIONS AND ADVERTISEMENTS INTENDED FOR EXTERNAL PUBLICS. 198

STATED POLICIES AND PROCEDURES ARE CONSISTENT WITH THE PRACTICES OF THE COLLEGE. 199

THE COLLEGE CONSISTENTLY CARRIES OUT ITS OBLIGATIONS TO PERSONNEL ACCORDING TO WRITTEN POLICIES AND PROCEDURES. 200

- Union Contracts and Dispute Resolution 200

THE COLLEGE DEMONSTRATES ITS INTEGRITY IN ITS OPERATION AND PRACTICES 201

- Sports Program 201

FULL DISCLOSURE IS PRACTICED IN ALL OF THE COLLEGE'S DEALINGS 201

RELATIONSHIPS WITH EXTERNAL PUBLICS AND OTHER INSTITUTIONS OF HIGHER LEARNING ARE CONDUCTED ETHICALLY AND RESPONSIBLY 202

THE COLLEGE MAINTAINS AN ENVIRONMENT THAT SUPPORTS SENSITIVITY TO DIVERSE INDIVIDUALS AND GROUPS 203

- Student Complaints 203

SUMMARY 205

STRENGTHS 205

CHALLENGES FOR THE FUTURE 205

CHAPTER ELEVEN: FEDERAL COMPLIANCE 207
CREDITS, PROGRAM LENGTH AND TUITION 207
INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION 207
ADVERTISING AND RECRUITMENT MATERIAL 212
INSTITUTIONAL ACCREDITATION 212

CHAPTER TWELVE: CONCLUSION 215

CONCLUDING COMMENTS 215

CONCLUSIONS 216

CHALLENGES FOR THE FUTURE 217

REQUEST FOR CONTINUING ACCREDITATION 218

APPENDIX A 219
BASIC INSTITUTIONAL DATA FORMS 219

APPENDIX B 221
THE GOVERNANCE HANDBOOK 221

APPENDIX C 223
EXECUTIVE SUMMARIES OF SELECTED SURVEYS 223
Personal Assessment of the College Environment (PACE) 225
Community Survey 1998 229
Faculty Inventory: The Seven Principles of Good Practice 233

11

TABLE OF FIGURES

Figure 1: *Accreditation history.* *10*

Figure 2: *Faculty-adopted "Philosophy of General Education."* *41*

Figure 3: *District map, showing trustee districts and service areas.* *52*

Figure 4: *District organizational structure, 1999.* *59*

Figure 5: *Organizational structure of the educational affairs office, 1999.* *61*

Figure 6: *Organizational structure of administration and finance, 1999.* *65*

Figure 7: *Summary of exempt administrative and support staff by race, gender, and type of degree, 1998-99.* *70*

Figure 8: *Salary ranges of exempt staff, 1998-99.* *70*

Figure 9: *Summary of P&AA staff by race, gender and type of degree, 1998-99.* *71*

Figure 10: *Salary ranges of professional and administrative (P&AA) staff, 1998-99.* *71*

Figure 11: *Salary ranges of part-time P&AA staff, 1998-99.* *72*

Figure 12: *Summary of UAW staff by race, gender and type of degree, 1998-99.* *72*

Figure 13: *Salary ranges of support staff (UAW), 1998-99.* *73*

Figure 14: *Summary of full-time faculty (AFT) by race, gender and type of degree, 1998-99.* *74*

Figure 15: *Full-time faculty (AFT) salary ranges, 1998-99.* *75*

Figure 16: *College climate compared to survey norm base, PACE survey, 1998.* *78*

Figure 17: *Climate areas of excellence, PACE survey, 1998.* *79*

Figure 18: *Climate areas of greatest concern, PACE survey, 1998.* *79*

Figure 19: *Comparison of revenue sources, pre-1992 to 1999.* *84*

Figure 20: *Revenue projections, fiscal 1999 and fiscal 2000.* *86*

Figure 21: *General fund expenditures, fiscal 1996 to fiscal 2000.* *87*

Figure 22: *Summary of general fund revenues for the five years ending June 30, 2000 (1996-99 actual and 2000 budgeted).* *88*

Figure 23: *Summary of general fund expenditures, fiscal 1996 to fiscal 2000* *89*

Figure 24: *Summary of general fund revenues and expenditures, fiscal 1996 to fiscal 2000.* *89*

Figure 25: *Auxiliary funds budget, fiscal 1999 to fiscal 2000.* *91*

Figure 26: *Space allocation and room distribution, Wayne County Community College District, 1999-2000.* *95*

Figure 27: *Credit and contact hours by semester, 1996-1999.* *96*

Figure 28: *Annualized (FYES) student enrollment history, 1979-80 through 1997-98.* *97*

Figure 29: *Organizational chart, Downriver Campus, 1999.* *98*

Figure 30: *Organizational chart, Downtown Campus, 1999.* *100*

12

Figure 31: Organizational chart, Eastern Campus, 1999. .... *102*

Figure 32: Organizational chart, Northwest Campus, 1999. .... *104*

Figure 33: Organizational chart, Western Campus, 1999. .... *106*

Figure 34: On-line and microcomputer laboratories. *113*

Figure 35: MCCA core performance indicators. *121*

Figure 36: Organizational charts, Divisions of Arts and Sciences and Career and Technical Education, 1999. .... *124*

Figure 37: Graduates by gender, 1987-88 (actual) through 1998-99 (estimated). *125*

Figure 38: Employment and wages of graduates, 1996. .... *126*

Figure 39: Licensure and certification, selected allied health programs, 1995-1999. .... *127*

Figure 40: Michigan standards and measures, 1993-94 through 1997-98. .... *129*

Figure 41: Board policy statement compared to distance education mission. *130*

Figure 42: Student credit hours, telecourses and ITV, 1998-99. .... *131*

Figure 43: Workshops and keynote speakers sponsored by Assessment Steering Committee. *139*

Figure 44: Assessment co-sponsored AADS regional workshop, October 1999. .... *141*

Figure 45: College assessment logo. *142*

Figure 46: Assessment Steering Committee's adopted definition of assessment. *143*

Figure 47: Conference workshop sessions and presentations, Assessment Steering Committee members and staff. *144*

Figure 48: PACE survey results on "coercive" — "collaborative" continuum, 1998. .... *148*

Figure 49: PACE survey items 45-49 — "student-focused" behaviors, 1998. .... *149*

Figure 50: PACE survey items (5, 37, 42, 44) — support for "professional development," 1998. .... *152*

Figure 51: ASSET scores for new students, fall 1998. .... *156*

Figure 52: Retention by campus, fall 1998 to spring 1999. .... *157*

Figure 53: Academic support programs inputs, processes, and outcomes. *158*

Figure 54: Operations and outcomes in academic support. *159*

Figure 55: Student satisfaction with selected college services, 1998. .... *163*

Figure 56: "Is Wayne County Community College meeting or exceeding the public's expectations?" 1998. .... *168*

Figure 57: The public's perception of how well WCCCD is serving the community, 1998. .... *169*

Figure 58: The public's satisfaction with selected performance indicators, 1998. .... *170*

Figure 59: Strategic plan evolution, 1996-97. .... *182*

Figure 60: Current strategic planning process flow chart. *184*

Figure 61: Logged student complaints, chancellor's office, 1992-1999. .... *204*

Figure 62: Combined composite averages for the 7 Principles of Good Practice, 1998. .... *234*

Figure 63: The Seven Principles of Good Practice Faculty Inventory, 1998. .... *234*

Figure 64: Comparative mean responses to the 70-item Faculty Inventory, arrayed by the Seven Principles of Good Practice *235*

Figure 65: Profile of practices of highest faculty engagement *239*

Figure 66: Profile of practices of lowest faculty engagement — priorities for change *240*

NORTH CENTRAL ASSOCIATION INSTITUTIONAL SELF-STUDY

1999-2000

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

PREFACE

The primary purpose of the self-study at Wayne County Community College District was to gain continued accreditation by the North Central Association of Colleges and Schools. The secondary objectives involved assembling a broad base of individuals, preferably those who had not been involved in the North Central process previously, to conduct a critical review of the institution. It was also hoped that the NCA process would enable the college to refine academic programs and improve the overall management of the institution in order to strategically position itself to meet the higher education needs of the community.

Recognizing the many opportunities afforded the institution through the process of self-analysis, Wayne County Community College District set the following goals for the NCA self-study:

- to prepare a self-study that will support continued accreditation
- to involve community, administration, faculty, students and staff in a process to improve services at WCCCD
- to improve communication and awareness within the college community
- to support a spirit of cooperation, collegiality and teamwork to take the college into the 21st century

It is our hope that this self-study's descriptions, analyses and conclusions will be helpful to the evaluation team in understanding the strengths and future challenges of this complex, diverse, multi-site institution.

Joann F. Pieronek

Joann F. Pieronek, Ph.D., RN
Vice Chancellor for Educational Affairs
Self-Study Co-Chair

James W. Jackson, M.S.
President, AFT Local 2000
Self-Study Co-Chair

SPECIAL RECOGNITION

Special recognition and thanks to all who contributed to this document. Your time, your energy, your expertise, your moral support and mostly your positive and cooperative attitudes were instrumental and most invaluable in completing this self-study document.

Especially noteworthy have been Dr. Curtis L. Ivery, his immediate staff, and the board of trustees, who recommended an energetic steering committee and committed resources to this project; Ms. Mary K. Wolf, project secretary, who spent endless hours at the computer with input of the document, countless revisions, and staving off two computer viruses which played havoc with the document; Dr. Marjorie Oliver and Dr. Warren Dodson, who read and critiqued the document; the work of the art faculty and the graphics department for designing the cover; indeed, the members of the steering committee, who gave of their time over the last three years to coordinate the effort; and the chairs of the major subcommittees, all of whose names follow.

Steering Committee

Co-Chairs		
	Dr. Joann F. Pieronek *Vice Chancellor for Educational Affairs*	*Central Administration*
	Mr. James Jackson *Faculty, President, American Federation of Teachers Local 2000*	*Downtown Campus*
Members		
	Dr. Karen Brantley *CADI Human & Community Development*	*Northwest Campus*
	Dr. William P. Campbell *Faculty, English*	*Downriver Campus*
	Dr. Alex DePetro *CADI, Business & Computer Information Systems*	*Western Campus*
	Dr. Janet Dettloff *CADI, Life and Physical Sciences*	*Eastern Campus*
	Mr. Ronald Dowe *Senior Assessment Analyst, Educational Affairs*	*Central Administration*
	Mr. Bruce Ewen *Faculty, Economics*	*Downtown Campus*

Dr. Sarah Giles	*Faculty, Nursing*	*Northwest Campus*
Dr. Rahmatollah Golshan	*CADI, Electronics & Manufacturing*	*Downriver Campus*
Ms. Martha Grier	*Special Assistant to the Chancellor*	*Central Administration*
Dr. Kenneth Harris	*Dean of Institutional Research, Planning, and Development*	*Central Administration*
Dr. Magalene Hester	*Dean of Academic Services*	*Central Administration*
Dr. Jacqueline Hodges	*Dean of Enrollment Management and Student Services*	*Central Administration*
Mr. Paul R. Loeber	*Provost*	*Western Campus*
Dr. Ernest Retland	*Technical Director, Information Technology*	*Central Administration*
Mr. George Swan	*CADI, Social Sciences*	*Downriver Campus*

General Institutional Requirements Sub-Committee

Co-Chairs

Dr. Joann F. Pieronek	*Vice Chancellor for Educational Affairs*	*Central Administration*
Dr. Janet Dettloff	*CADI, Life and Physical Sciences*	*Eastern Campus*

Members

Mr. Tony Arminiak	*Program Director, EMT/ERT*	*Downtown Campus*
Ms. Patricia F. Crumpler	*Assistant to the Provost*	*Downriver Campus*
Ms. Judith Delgado	*Faculty, Business Studies*	*Downriver Campus*

Ms. Kim DiCaro	*Assistant Controller*	*Central Administration*
Dr. Ruth Goldman	*Faculty, English*	*Downriver Campus*
Ms. Nancy Higgins	*Program Director, Agriscience*	*Eastern Campus*
Ms. Cynthia Kuhn	*Director of Corporate Services*	*Central Administration*
Ms. Jo Ann Nyquist	*Program Director, Dental Hygiene*	*Northwest Campus*
Mr. George Swan	*CADI, Social Sciences*	*Downriver Campus*

Criterion I Committee

Co-Chairs

Ms. Martha Grier	*Special Assistant to the Chancellor*	*Central Administration*
Dr. Jacqueline Hodges	*Dean of Enrollment Management and Student Services*	*Central Administration*

Members

Ms. Tomeko Johnson	*Coordinator, Bridges Program*	*Central Administration*
Ms. Rita Millhench	*Campus Student Services Advisor*	*Downriver Campus*
Mr. George Swan III	*CADI, Social Sciences*	*Downriver Campus*
Ms. Gail Wickersham	*Secretary to the Board of Trustees*	*Central Administration*

Criterion II Committee

Co-Chairs

Dr. Ernest Retland	*Technical Director, Information Technology*	*Central Administration*
Dr. Karen Brantley	*CADI, Human & Community Development*	*Northwest Campus*

Members

Ms. Sonia Breed	*Administrative Specialist, Human Resources*	*Central Administration*
Ms. Pamela Broaden	*Secretary, Institutional Research, Planning and Development*	*Central Administration*
Ms. Amanda Davis	*Assistant Registrar*	*Northwest Campus*
Ms. Alice Davis-Rice	*Campus Technician*	*Northwest Campus*
Ms. Willie Mae Hampton	*Counselor*	*Downtown Campus*
Mr. Jarrel Holmes	*Academic Support Coordinator*	*Eastern Campus*
Ms. Janet Krawulski	*Learning Resource Center Coordinator*	*Downtown*
Mr. Mark Lang	*Controller*	*Central Administration*
Ms. Glenda Norris	*Health Service Administrator*	*Downtown Campus*
Ms. Carol Sims	*Learning Resource Center Coordinator*	*Downriver Campus*
Dr. Bernadette Spencer	*Assistant to the Vice Chancellor for Administration & Finance*	*Central Administration*
Mr. Sammie Rice	*Director of Facilities (Evenings)*	*Central Administration*

Ms. Cindy Yonovich *Learning Resource Center Coordinator*	*Eastern Campus*

Criterion III Committee

Co-Chairs

Mr. Ronald Dowe *Senior Assessment Analyst, Educational Affairs*	*Central Administration*
Dr. William P. Campbell *Faculty, English*	*Downriver Campus*
Dr. Rahmatollah Golshan *CADI, Electronics & Manufacturing*	*Downriver Campus*
Dr. Magalene Hester *Dean of Academic Services*	*Central Administration*

Members

Ms. Rosellen Burkart *Director of Nursing*	*Northwest Campus*
Mr. Carl Kamulski *Faculty, Art*	*Downriver Campus*
Mr. Bruce Klein *Faculty, Speech*	*Downtown Campus*
Ms. Sharon Marshall *Faculty, English*	*Downriver Campus*
Dr. Harriette Slocum *Faculty, English*	*Downriver Campus*

Subcommittee on Assessment

Mr. Bronislaw Bajon *Faculty, Sociology*	*Downriver Campus*
Mr. John Bolden *Director, Academic Support Services*	*Central Administration*
Dr. Allan Bramson *Faculty, Social Sciences*	*Downriver Campus*

Ms. Carolyn Bryant	*Faculty, Nursing*	*Northwest Campus*
Dr. William P. Campbell	*Faculty, English*	*Downriver Campus*
Ms. Judith Delgado	*Faculty, Business Studies*	*Downriver Campus*
Dr. Alex DePetro	*CADI, Business & Computer Information Systems*	*Western Campus*
Dr. Clinton Donaldson	*Faculty, Criminal Justice*	*Downtown Campus*
Mr. Ronald Dowe	*Senior Assessment Analyst, Educational Affairs*	*Central Administration*
Mr. Onoawarie Edevbie	*Faculty, Mathematics*	*Downtown Campus*
Belinda Evans Ebio	*Faculty, Human & Community Development*	*Downriver Campus*
Dr. Sarah Giles	*Faculty, Nursing*	*Northwest Campus*
Ms. Rosie Harris	*Faculty, Arts & Sciences*	*Downtown Campus*
Mr. Thomas Hill	*Faculty, Electrical/Electronics*	*Downriver Campus*
Mr. James Jackson	*Faculty, Criminal Justice*	*Downtown Campus*
Ms. Beth Jensen	*Faculty, Environmental and Natural Resources*	*Downriver Campus*
Ms. Bonnie Land	*Faculty, Nursing*	*Northwest Campus*
Mr. Mary Jean Livingston	*Faculty, Anthropology*	*Downriver Campus*
Ms. Mary Mahony	*Faculty, English*	*Downtown Campus*

Ms. Patricia Marquardt *Faculty, Biology*	*Downriver Campus*
Mr. Albert McNeil *Faculty, Arts & Sciences*	*Downtown Campus*
Dr. Sandra Nagel-Randall *Faculty, Psychology*	*Downriver Campus*
Mr. Fred Novack *Counselor*	*Downriver Campus*
Ms. Jo Ann Nyquist *Faculty, Dental Hygiene*	*Northwest Campus*
Dr. Marjorie Oliver *Faculty, English*	*Downriver Campus*
Dr. Wallace Peace *Counselor*	*Downtown Campus*
Ms. Mary Perlman *Faculty, English*	*Northwest Campus*
Mr. Edward Pieratt *Faculty, Electrical/Electronics*	*Downriver Campus*
Dr. Kenneth Rothenberg *Faculty, Mathematics*	*Northwest Campus*
Mr. Norman Samuelson *Faculty, Chemistry*	*Downriver Campus*
Ms. Judy Sanborn *Faculty, Business Studies*	*Downriver Campus*
Ms. Lynnda Skidmore *Faculty, Biology*	*Downtown Campus*
Ms. Beatrice Talpos *Faculty, Political Science*	*Eastern Campus*
Dr. Catherine Wells *Faculty, Gerontology*	*Downriver Campus*
Dr. Conley Worsham *Faculty, Political Science*	*Downtown Campus*

Ms. Beatrice Shaw	*Faculty, Nursing*	*Northwest Campus*

Criterion IV Committee

Chair

Dr. Kenneth Harris	*Dean of Institutional Research, Planning, and Development*	*Central Administration*

Members

Mr. Mike Dotson	*Assistant to the Vice Chancellor for Administration & Finance*	*Central Administration*
Dr. Sarah Giles	*Faculty, Nursing*	*Northwest Campus*
Mr. Mark Lang	*Controller*	*Central Administration*
Dr. Harrison Muyia	*Faculty, Political Science*	*Downtown Campus*
Mr. James Saad	*Faculty, Anthropology*	*Downriver Campus*
Ms. Peggy Stephens	*Institutional Research Coordinator*	*Central Administration*
Ms. Glenda Stone	*Institutional Research Intern*	*Central Administration*

Criterion V Committee

Chair

Mr. Paul R. Loeber	*Provost*	*Western Campus*

Members

Mr. Val Cheltenham	*Faculty, Social Sciences*	*Downtown Campus*
Mr. Bruce Ewen	*Faculty, Economics*	*Downtown Campus*

Mr. J. Thomas Franco *Faculty, Business Studies*	*Downtown Campus*
Ms. Mary E. Jones *Assistant Registrar*	*Downriver Campus*
Ms. Beatrice Talpos *Faculty, Political Science*	*Northwest Campus*
Mr. Conley Worsham *Faculty, Political Science*	*Downtown Campus*

Federal Compliance Committee

Chair

Dr. Bernadette Spencer *Assistant to the Vice Chancellor for Administration & Finance*	*Central Administration*

Members

Mr. Mark Lang *Controller*	*Central Administration*
Mr. Michael Dotson *Assistant to the Vice Chancellor for Administration & Finance*	*Central Administration*
Ms. Kim DiCaro *Assistant Controller*	*Central Administration*

Governance Sub-Committee

Chair

Dr. Therese Bushner *Vice President of Educational Affairs (1996-1999)*	*Central Administration*

Members

Ms. Carolyn Wade *Provost*	*Downtown Campus*
Ms. Annie Comor-Jacobs *Provost*	*Eastern Campus*
Dr. Joann F. Pieronek *Vice Chancellor for Educational Affairs*	*Central Administration*

CHAPTER ONE

INTRODUCTION

HISTORY OF THE COLLEGE

The history of Wayne County Community College District is intricately tied to the history and politics of the City of Detroit. A *Citizen's Study Commission* of the State Board of Education began studying the feasibility of creating a community college to serve the educational needs of Wayne County in 1964. During the 1966 election, there were two proposals on the ballot — one to create the college, another to establish a millage. The first was approved, but the second, calling for a property tax rate of 1.25 mills, was narrowly rejected by the voters. Thus, until 1969, Wayne County, at the time the second largest county in the nation, and Detroit, the largest metropolitan area in the state, did not have its own community college.

After the disturbances in Detroit in the summer of 1967, the inequality of educational opportunity in the Detroit metropolitan area, as well as the strong belief in the power of education to solve social problems, led to the creation of the college. The state granted funds of $150,000 for fiscal year 1968 for initial operating costs. This was to be "repaid from the first receipts of the district's initial voted millage" (Senate Bill # 630). In addition, New Detroit, Inc., an organization established to address the problems that had spawned the unrest, granted the college $150,000 more for the 1969-70 academic year and pledged another $150,000 to support programs for inner-city educational needs.

When the college first opened its doors in 1969, the projected enrollment was 2,000 students. In fact, more than 8,000 students registered that first semester, clearly demonstrating the need for the college. The students who registered in those early years were urban students of African-American descent, children of immigrant Detroiters, as well as middle-aged adults whose families' dreams for higher education had been deferred by the harsh realities of the Great Depression. For them, the "open door" admissions policy, the low tuition ($7.00 per credit hour), and easy access made Wayne County Community College a dream come true. In just eight years, WCCCD became the second largest community college in the state; by 1980, it had become the largest. This growth rate was unmatched by any other community college in Michigan. The peak enrollment occurred in 1980 with a head count of some 23,000 students.

The 1970's

The first nine years in the history of the college were characterized by steady growth under stable governance and the leadership of one president. During this period, WCCCD developed from a "store front" operation into a viable community college with both the human and physical resources to serve this diverse region of Wayne County. In the early years, the college owned no buildings of its own but, with the cooperation of local school boards, the Archdiocese of Detroit, and many other social agencies, conducted classes in over thirty sites throughout the county.

In the early 1970's, the board of trustees conducted its first sale of bonds for the implementation of a comprehensive facilities master plan. This plan outlined a multi-campus institution consisting of five college-owned campuses to be built over the next five years. The plan began with the purchase of Rosary High School in 1974. This site was converted into the first permanent campus of the college, the Northwest Campus, located on a 22-acre site in northwest Detroit. Four years later the college completed construction of the Downriver Campus on a 98-acre parcel of forested land in Taylor, Michigan. Next, the Downtown Campus was built on an 11-acre site located a few blocks from the financial district of the city. It was completed in 1979. In 1980, an administration building was constructed adjacent to the Downtown Campus. In 1981, the Western Campus, located on 117 acres in Van Buren Township, was built to serve the anticipated growth in the western region of the county. The facilities master plan was completed with the construction of the Eastern Campus on a 26-acre site on the east side of the City of Detroit. All the campus facilities were completed on time and within budgetary constraints. In addition, the total funding for the $110 million construction project was provided through local effort.

During these early years of expansion, the college was well managed and fiscally responsible. Even without a millage the college was able to serve its rapidly expanding student body because of two basic financial factors. First, state aid was based on enrollment, and, secondly, the county had a large property tax base so that WCCCD's 0.25 statutory mill equaled $2.5 million annually. In 1980, the financial position of WCCCD, and every other community college in the state, began to deteriorate. The recession in the auto industry also took its toll in the early 1980's. In addition, by 1983-84, the reductions in state aid to community colleges were of such magnitude that the WCCCD appropriation for that year was nearly half (in constant dollars) of what it had been in the 1979-1980 fiscal year.

The 1980's

The 1980's also marked the beginning of a series of events that contributed to the deterioration of the image of the college and a drastic reduction in enrollment. The decline began when Dr. Reginald Wilson left the presidency of the college in 1980. The actions of the board of trustees pushed the college into the public eye. The resulting negative press reports damaged the college for years to come. After Dr. Wilson's departure, the presidency of the college changed hands five times in five years. This discontinuity in leadership, along with allegations of fiscal mismanagement and ethical misconduct, culminated in the state legislature appointing Philip Runkel, then state superintendent of public instruction, as monitor of operations. During Mr. Runkel's tenure, the state legislature reapportioned the college into nine districts and called for elections. The new, nine-member board of trustees took office in 1985; all incumbents who chose to run were elected.

One of the first actions of the board was to initiate a national search for a new president. This was the first time the college president had been selected through a national search conducted by an outside agency. This process resulted in the appointment of Dr. Ronald Temple, dean of the University College of Cincinnati. Dr. Temple was selected from a field of 60 candidates. There was great hope that his leadership would result in a new era for the college. Unfortunately, within five years Dr. Temple had left, as had all of the administrative staff he had appointed.

The period of Dr. Temple's administration was characterized by a renewed sense of stability. Dr. Temple moved to decentralize the college's organizational structure and increase services to students at campuses; however, faculty contract implementation and lack of internal control began to undermine his potential successes. This period was also characterized by an intense personal outreach by Dr. Temple to the legislature and the business and professional communities. This helped to neutralize the negative press reports and improved the image of the college, but it also meant that Dr. Temple received much of the credit for changes within the institution. Thus, he was so closely associated with the positive change in the perception of the college that when he departed he took with him the good will generated by his presence.

It must also be admitted that Dr. Temple's tenure was characterized by a growing disenchantment on the part of the board of trustees, by questions of financial misconduct, and by problems associated with Temple's administrative team. Ultimately this led to a board decision not to renew Dr. Temple's contract and to conduct a national search for a new president. The result was the appointment of Dr. Rafael Cortada, formerly president of the University of the District of Columbia, in April 1991. It should be noted that Dr. Cortada brought to the position many years of experience as a past president of a number of colleges; Dr. Temple had none prior to coming to WCCCD.

The 1990's to the Present

With the full support of the board of trustees, Dr. Cortada reorganized the college. The reorganization of 1986-87 under Dr. Temple was designed to address the lack of certain services at the campuses. The plan is generally credited for improving the delivery of student support services; however, decentralization was difficult to achieve. The failings of the 1987 reorganization were so apparent that, by 1990, the board of trustees found it necessary to retain a consultant to conduct a comprehensive study of the college. The findings of this study formed the basis of Dr. Cortada's administrative structure.

In his organizational structure of the college, Dr. Cortada centralized control over academics and student services and downsized the institution. As a result of the reorganization, fifty non-teaching positions were eliminated; approximately seventy more were eliminated through reductions-in-force and early retirement incentive programs. Dr. Cortada had also assembled a new administrative team. The staff in the academic affairs division and the personnel offices had all been newly appointed. The senior administrators at the college were all newly appointed and experienced. A total of four had prior experience as college presidents.

Dr. Cortada also initiated a program of campus specialization that focused resources and enhanced academic development. Each campus continued to offer the basic liberal arts programs, but specialized career and technical programs were offered at designated campuses. As part of campus specialization, career and technical educational programs were reviewed to eliminate those that were no longer productive and to implement new programs, more sensitive to employment opportunities. An inter-campus shuttle bus service was established to enable students to move easily from campus to campus.

Under Dr. Cortada's leadership, the college was positioning itself for a rebirth. Enrollment declines, which characterized the several years before his arrival, turned around. In 1991, the college experienced stable enrollment. Specialization of campuses and streamlining of administrative functions demonstrated the college was positioning itself to meet the student demands of the 21st century.

In November 1992, the college successfully passed a voted property tax levy of one mill, the first in its history, transforming the revenue picture of the college.

At that time, the state legislature and the governor mandated a reduction in appropriations to Wayne County Community College District by approximately $10 million. The shift in revenue from the special state appropriation to a more stable property tax revenue source gave the college greater financial stability and reduced its dependence on political processes in the state legislature.

November of 1993 brought negative publicity surrounding the firing of two of the college's vice presidents. The board rescinded that action on December 8, 1993. In 1994, Dr. Rafael Cortada announced that he had accepted a position as President of Central Ohio Technical College and a search committee for a new president was established. The board of trustees decided to select as interim president, Dr. Richard Turner, who had been serving as provost of the Northwest Campus. Dr. Turner assumed those responsibilities knowing that he would be excluded from consideration as the next president of the college.

Dr. Turner served the college and the community well during his tenure as interim president, providing needed stability and administrative expertise. He led a successful millage campaign that renewed funding for the college until the year 2000.

Appointment of Dr. Curtis L. Ivery: 1995

The board next commissioned a national search that resulted in the appointment of Dr. Curtis L. Ivery as president of the college. He assumed the responsibilities in September 1995. Dr. Ivery embraced the college mission and communicated his vision of this institution as one that focuses on quality service to students. This resulted in a governance model of site-based management. Under this model, the provosts (previously campus deans) were charged with serving students and meeting the needs of the community in which their campuses are located. Previously campus-specific career and technical programs are now being offered at more than one site.

In April 1996, Dr. Ivery identified a set of fourteen initiatives based on the goals he developed with the cooperation of his cabinet. These initiatives were presented to the board and the public as those ideas that would guide the district's efforts for the immediate future. These initiatives have resulted in advances for the district in five categories.

Image

The district's image has significantly improved during Dr. Ivery's tenure. He developed a "vision statement" to convey to all constituents the purpose, goals, and commitment of the college. It received universal staff support and was widely disseminated in the district.

Dr. Ivery commissioned public relations consultants to improve the college image. This resulted in a *30th Anniversary Celebration* lasting the entire year with featured monthly events, culminating in a formal "Gala" celebration.

The college name was changed to Wayne County Community College District and much media attention was directed to this change. The Department of Public Affairs began to produce weekly half-hour cable programs with district highlights, and a weekly radio talk show was developed with a local station to discuss district activities.

Dr. Ivery announced a number of new collaborative education programs in 1996 that are building bridges into the county's educational institutions. New public school scholarship programs were begun and a dual enrollment program supporting high-school students was initiated.

At Dr. Ivery's recommendation the college was selected to head a National Science Foundation (NSF) coalition to develop national policy recommendations for the preparation of a math and science literate workforce. Additionally, Dr. Ivery formed a partnership with the National Aeronautics and Space Administration (NASA) and the Detroit Public Schools to bring students to classes where they can learn about aviation and space-related careers.

Dr. Ivery began to publish numerous articles in local papers. These articles help the college retain a high profile in the community. They have appeared in the *Detroit Free Press*, the *Michigan Chronicle*, *The Grosse Pointe News*, and in other local, syndicated, and county newspapers.

In 1996 Dr. Ivery established the new Education First Foundation as a developmental effort. It was to both solicit charitable contributions and build community awareness of WCCCD.

Under Dr. Ivery's leadership the college worked with a committee of the Metropolitan Chamber of Commerce. They supported the district in millage efforts and served on our Strategic Planning Committee. Additionally, the local urban coalition, New Detroit, Inc., was asked to review the district's progress in implementing its goals. They gave the college a grade of "A" in all categories and held a press conference to announce the college's progress.

Improved Systems

Dr. Ivery took charge of improving the financial aid system and initiated new programs to ensure that Title IV funds were administered appropriately and that students were receiving the highest quality service.

Management Information Systems (MIS) was renamed Information Technology and began to provide training to external clients. Among other new efforts, with Dr. Ivery's leadership, the construction of a five-campus area network was begun to link all parts of the district electronically and to support campus activities.

Dr. Ivery's new campus forums have provided an excellent opportunity to share his vision and to both gather and distribute information useful in planning.

Improving the college environment has been a top priority. Instructors' offices were constructed at the Downriver Campus and a new *Technology Learning Center* was created in the Central Administration Building, where new office carpeting and new paint have transformed the administration environment.

Dr. Ivery has led mock registrations at each campus that have uncovered the various problems and obstacles encountered by students. These have been addressed.

Education Programs

Campus-based workshops were initiated to emphasize team-building, effective grading and student outcomes assessment.

Recruiting procedures were revised to encourage non-traditional students to attend WCCCD. A new partnership with Detroit public Schools yielded:

- The *Middle College High School*,

- A 2 + 2 vocational education program
- Dual enrollment, and
- Mentoring programs

With the support of Dr. Ivery, a new Department of Workforce Development was established that responds to the training needs of the private and public sector. It currently administers a training program involving 14 training site locations for Chrysler.

Dr. Ivery has also initiated new programs in multi-cultural internationalism, performing arts, and adult education.

Management:

With the leadership of Dr. Ivery the district now has a top management team. They are continually trained and upgraded in skills by outside consultants' workshops.

Strategic planning has taken on new emphasis with continuing environmental scanning as part of the planning process.

Site-based management has reshaped campus leadership responsibilities. Provosts have gained the authority necessary to provide community-based input into their campus direction.

As the result of improved communications, the president's forums, and the new staff training efforts we have seen a significant increase in positive attitudes, team spirit, and mutual commitment to the college mission.

Site-based Management

With the completion of administrative staffing of the college, Dr. Ivery has moved further into site-based management and fine-tuning of budget and reporting relationships. Five new campus assistant deans have been appointed to coordinate academic programs at each campus.

ACCREDITATION HISTORY

Wayne County Community College District was first granted Correspondent Status by the North Central Association in April 1970, just six months after it offered its first classes. Three years later, the college was granted Candidate Status and in 1976 achieved Accreditation. The college's Accreditation was reaffirmed for five years following the 1978-79 comprehensive evaluation; the next evaluation was scheduled for April 1984.

As the spring semester of 1984 approached, the college was in a period of upheaval and thus was in no position to conduct a comprehensive self-study. The president of the college requested an extension, stating that more time was needed to complete the self-study. The Commission held a Focused Visit in April 1984 and delayed the Comprehensive Visit until October 1984. At its June 21, 1985 meeting, the Commission voted to continue accreditation of Wayne County Community College District, but to place the college on probation. In addition, an evaluation was scheduled for the summer of 1986 to confirm that a knowledgeable and responsible board of trustees was in place, that the board had established a management team to stabilize operations at all levels, and that enrollment had stabilized.

Under the leadership of Dr. Temple and the newly elected board of trustees, the college successfully addressed these issues, and by the time the visit occurred in April 1986, the team determined that the above goals had been met and recommended no change in accreditation status.

The next Comprehensive Visit was scheduled for 1987-88. During that visit, the team made a series of recommendations concerning areas of improvement, but agreed that the college "has a valuable mission to perform in the community" and that it "has shown evidence that it is essentially on the right path at this time..." (Pierce, Exit Interview). In the judgment of the team, the college "satisfies the four evaluative criteria to a degree that warrants accreditation although there are enough unfinished initiatives and uncertainties about the future to require a comprehensive visit during the 1992-93 academic year" (Pierce, Exit Interview).

In 1992, the NCA Team recommended that accreditation be continued and that a Focused Visit be conducted in 1996-97 on the following issues: (1) strategic planning; (2) institutional assessment, including the plan for assessment of student academic achievement; and (3) finances.

At the time of the 1992 Comprehensive Evaluation, governance was not indicated as an item under review for the 1997 Focused Visit. However, as a result of a visit to the college by Dr. Mary Breslin, B.V.M. following board of trustee actions involving the firing and subsequent re-hiring of two vice presidents, NCA determined that the college should prepare for a Focused Visit on governance. A team was sent to the college in April 1994 and again in April 1996. Following the last visit, the Evaluation Team added governance and internal governance to the items under focus for the 1997 Focused Visit.

In April 1994, the Evaluation Team concluded that, while there continued to be serious problems with governance, the problems would be resolved over time. The Team felt strongly that board training was necessary to enable the board members to function more effectively. The Team requested monitoring reports of training progress on February 28, 1995 and April 30, 1995.

At the time of the April 1996 Focused Visit, the Evaluation Team was pleased with the relationship between the board of trustees and the president. The Evaluation Team recommended that an "ongoing and structured program of board development be conducted" to ensure that the board continues to be involved in "setting the strategic direction" for the college.

The 1997 Focused Visit Evaluation Team recommended no further focused visits. However, since WCCCD failed to file a formal assessment plan before June 30, 1995, the Team recommended that WCCCD be required to file a plan no later than December 31, 1997. Progress on the development of the plan was to be submitted no later than August 1, 1997, in a Monitoring Report. The Team further recommended that WCCCD submit Progress Reports on July 1, 1998 and January 15, 1999. After the July 1, 1998 report was received, the January 15, 1999 report was not required but it was prepared.

Figure 1: Accreditation history.

Wayne County Community College Accreditation History

Date	Visit Purpose	Recommended Action/Notes
1976	Initial Accreditation Status	
1978-1979	Comprehensive Evaluation	Comprehensive Visit scheduled for 1983-1984 *(postponed until fall 1984)*
April 1984	Focused Visit	
October 1984	Comprehensive Evaluation	College placed on probation Focused Visit scheduled for April 1986 Comprehensive Visit scheduled for 1987-1988
April 1986	Focused Visit	College taken off probation Comprehensive Visit scheduled for 1992-1993
November 1992	Comprehensive Evaluation	Focused Visit scheduled for 1996-1997 *Strategic Planning, Institutional Assessment, Finances* Comprehensive Visit scheduled for 1999-2000
June 1994	Focused Visit	Reports: Board Training/Team Building February 28, 1995 *(accepted by NCA 5/19/95)* April 30, 1995 *(accepted by NCA 5/25/95)* Focused Visit scheduled for June 1995 Governance *(postponed until April 1996)* Focused Visit scheduled for 1996-97 Strategic Planning, Institutional Assessment, Finances Comprehensive Visit scheduled for 1999-2000
April 1996	Focused Visit	Focused Visit for 1996-1997 Governance, Strategic Planning, Institutional Assessment, Finances, Board Development Program Comprehensive Visit scheduled for 1999-2000
January 1997	Focused Visit	Progress Reports: July 1, 1998 and January 15, 1999 On implementation of the plan for the Assessment of Student Academic Achievement. *(Failure to submit progress reports on the implementation of the plan for the assessment of Student Academic Achievement should result in the Commission's moving forward the next comprehensive evaluation from 1999-2000 to an earlier date.)* Monitoring Reports: August 1, 1997 On the development of a plan for the Assessment of Student Academic Achievement. As soon as possible, but no later than December 31, 1997, an acceptable plan for assessing student academic achievement. *(Failure to submit an appropriate plan by December 31, 1997, should result in the Commission's moving forward the next comprehensive evaluation from 1999-2000 to an earlier date.)* Comprehensive Visit scheduled for 1999-2000

SIGNIFICANT DEVELOPMENTS SINCE 1992

Since the last NCA team visit in 1992, Wayne County Community College District has undergone many changes. These changes support the mission and purpose of the college.

Turnover in Senior Staff

The college has seen turnover in the executive and senior staff rank. Dr. Curtis L. Ivery was appointed as president in 1995, a new vice president for educational affairs (formerly academic affairs) began in March 1996 and a new vice president for administration and finance began in March 1997. In May of 1999, the vice president for educational affairs accepted a position as president of a community college in the State of New York. After an external/internal search, in July 1999, a new vice chancellor was appointed.

Site-Based Management

In keeping with the concept of a district, the college moved from central control and campus specialty to site-based management and the implementation of programs relevant to the needs of the community in which each campus is located.

Board Membership

Since 1992, there have been changes in the composition of the board. In November 1992, Mr. Larry Lewis was elected to a six-year term replacing Ms. Patricia Zimmerman. The 1995 November election resulted in the election of two new members of the board of trustees — Mr. Frank Hayden and Ms. Mary Ellen Stempfle (replacing Mr. Ollie McKinney and Ms. Sue Radulovich). In November 1998, another change occurred with Mr. Myron Wahls replacing Dr. Charles Morton. Mr. Ted Scott submitted his resignation, which was accepted by the board of trustees on May 26, 1999. Mr. Michael J. Reddy was appointed on May 26, 1999 to serve through 2000. A new board chair will be chosen at the July 28, 1999 board meeting.

College Name

The college formally embraced the concept of a "district." The original charter uses the name "Community College District of Wayne County" as the title, but the word district had not been used consistently over the years. The college is now using the full title, Wayne County Community College District. At the board meeting of May 26, 1999, the title of "president" was changed to "chancellor."

Education First Foundation

The Education First Foundation (EFF) was established in August 1996 to be the official fund development arm of the college. Set up as a separate 501(c)(3) non-profit entity, the foundation may identify, seek and receive all contributions on behalf of the college. The Education First Foundation has grown from its original three-person founding board to one consisting of 20 seated board directors operating under a committee structure. The executive director of the foundation reports, as liaison, to the dean of institutional research, planning, and development to create a communications link between the EFF and the district. The dean has a voting seat on the foundation board and focuses the WCCCD vision and mission to be served by the foundation.

The foundation has held a number of successful fundraisers and is now beginning to implement its Millennium Campaign, which is an appeal for scholarship funds targeting local congregations, corporations within the college's district, and celebrity/memorial endowments. It is hoped that the first of the Millennium Scholarships will be awarded in the fall of 1999.

1997 Tornado/Storms

In July of 1997, a tornado devastated the Eastern Campus. The campus was not functional for three weeks. Repairs and reconstruction took approximately two years. That same storm ravaged the Northwest Campus causing extensive flood damage. Repairs included the addition of back-up generators to help keep the problems from reoccurring at Northwest. The cost of these repairs was one unplanned occurrence that interrupted the completion of objectives in the strategic plan.

Student Outcomes Assessment

This activity has become a focal point to unite faculty in discussions and training to better serve our students. The implementation is evolving with some disciplines more advanced than others. Our faculty and staff are now making presentations at state and national conferences.

Staff Development and Training

A staff development program has been initiated in an effort to maintain institutional viability, to foster organizational development, to promote professional and occupational development of all staff, and to encourage the individual personal growth of all college personnel.

An outgrowth of the 1998-99 staff development plan has resulted in ongoing quality customer service for students, faculty and staff. Since 1995, the college has trained over

450 student employees each year in quality customer service. The Emerging Leaders Program (ELP) was designed to identify potential leaders within the college community. A 12-month leadership development program was provided for the leadership class. An on-site bachelor degree program was an out growth of the leadership development activities, in which more than fifteen members of the first ELP class participated in this collaborative effort with Sienna Heights College. The next class will begin in the fall semester 1999. A comprehensive staff development plan for 1999-2000 has been developed and implementation is scheduled for the fall 1999 semester.

Staff development is priority for the current administration and will remain as an essential element in the strategic positioning of the college.

Reimbursement

The Region V Office of the US Department of Education conducted a review of the college's Title IV student financial aid program on March 18-22, 1996. The review covered award years beginning with 1993-94 through 1995-96. The US Department of Education issued a final program review determination (FPRD) on February 9, 1998. However, immediately following the review the department notified the college in writing of findings of noncompliance with Title IV regulations, and placed the college on a reimbursement method of payment.

The college took immediate actions, as outlined in its 1998-99 *Administrative Action Plan*, to correct each finding. The college engaged the consulting firm of KPMG Peat-Marwick as part of its action plan to assist in the establishment of a reimbursement operations center. This center (Re-Op) is responsible for quality assurance. Initially, the financial aid file for each individual reimbursement request was reviewed by Re-Op staff to assure 100 percent compliance with Title IV regulations. This was done prior to submission of a request to the Department of Education for reimbursement. The college has since demonstrated to the Department of Education that it has adequate administrative capacity to process awards with minimal processing errors. This is shown by the department's acceptance of the college's reimbursement requests at a rate of over 99 percent.

The services of KPMG Peat-Marwick were terminated April 30, 1999. Management of the Re-Op Center is now the responsibility of college staff who trained and transitioned under KPMG Peat-Marwick. Quality assurance is still the responsibility of the Re-Op Center that now operates entirely with college staff. The Department of Education no longer requires a 100 percent review of files submitted for reimbursement.

Permanent Millage

In November 1998, voters approved a permanent millage by a 61 percent affirmative vote. In contrast, in 1992 when the college passed its first millage, the plurality was only by an average of one vote per precinct. The 1.0 mills will provide a continuous source of funding. This vote was also indicative of the communities' growing confidence in the institution.

Border Infringement

Henry Ford Community College (HFCC), with a $7 million grant from the Michigan Jobs Commission, is planning to build a technical training center on 13 acres of land donated by the Ford Motor Company in Woodhaven, which is 4.7 miles from the Downriver Campus and within the college's service district. The Community College Act of 1967 established districts. Henry Ford was assigned the service area of Dearborn and parts of Dearborn Heights. Wayne County Community College District was given the 554 square-mile service area of Wayne County, excluding Dearborn, Dearborn Heights, Livonia, and Highland Park. Legal action to maintain the geographic integrity of the district is pending.

College Security

The district, until 1998, provided security for its campuses and administrative offices through contracted services with a local security company. In 1998, the district implemented a plan to provide its own college security with the employment of a district director of college security. We have since employed and trained officers for the central administrative office building, the Downtown Campus, and the Northwest Campus. The plan is to continue with the screening, selection and training of a security force capable of providing coverage for the three remaining college locations. The impact of this new direction has manifested itself in a more professional and collegial environment in the locations where in-house security is provided.

Athletics

In 1997, the college started an athletic program. The college is a member of the National Junior College Athletic Association (NJCAA) and the Michigan Community College Athletic Association (MCCAA). The sports options are men's basketball, women's basketball, co-ed golf, and women's volleyball.

Technology

The WCCCD info-structure project is to build a reliable, maintainable, and extensible Internet connection available to every WCCCD office worker by the beginning of the 21st century. The proposed environment represents the minimum requirements that allow WCCCD employees to effectively interact with the network and computing systems in use on campus and in the global Internet environment. The WCCCD information technology department's "next generation info-structure" specifications call for all desktop or office computers to be connected to the inter-campus network backbone via a switched ethernet port.

The college has a phased migration plan to move away from the legacy mainframe network technology to a current LAN/WAN networking infrastructure. Cable upgrades have already been completed at all WCCCD facilities. Long-term goals focus on enhancing student and user productivity by offering Internet access, telephone registration, enhanced e-mail services, group collaboration, utilities, tele-video conferencing and access to online library systems. The college has in place the base infrastructure capable of supporting these initiatives.

Reopening Western Campus

The Western Campus closed after the millage attempt failed in August 1992. After the November 1992 millage passed, it reopened in 1993 as a college center and began to develop limited offerings. Classes began in fall 1993. Currently the Western Campus offers associate's degrees, an associate of applied science degree in heavy equipment maintenance, and several certificates.

A nursing assistant course and a nursing program with a 30-seat capacity have now begun. Specialized computer programs are also offered. In spring 1999, more than 500 students attended classes at this campus.

RESPONSE TO THE PREVIOUS NCA VISIT — 1992

During its visit to the college in November 1992, the North Central team supported continuing accreditation through 1999-2000 with a Focused Visit in 1996-1997. The Focused Visit issues were to be (1) strategic planning, including assessment, and (2) finances. In the interim, two additional visits were initiated by North Central to review issues of governance. These visits were June 27-28, 1994 and April 22-23, 1996. This resulted in the scheduled Focused Visit of January 27-28, 1997 that included: (1) strategic planning, (2) finances, (3) governance, (4) board development, and (5) student assessment as a result of an NCA mandate that applies to any institution undergoing a focused evaluation in 1992-93 or later.

The twenty-one concerns identified in the team visit of November 1992 will be restated and addressed and will include recommendations from all site visits.

1) In its role the board does not appear to address issues of quality programs and services.

The board has taken an active roll to ensure quality programs and services. The vice chancellor for educational affairs reports at every meeting of the Educational Affairs Committee of the board and addresses issues which include: interactive classrooms; dual enrollment; Ford's Skills Enhancement Program; new programs (e.g., respiratory care and child care training); the program review schedule; student outcomes assessment; intercollegiate athletics; LRC collection development; graduate placement; distance learning; student government; recruitment; NCA status report; student assessment status report; faculty and staff accomplishments are also communicated.

2) With the election of two new board members, there is a need for board development, including focus on appropriate roles and responsibilities of community college boards and team building.

The members of the board have and are actively participating in their training as evidenced by the comprehensive information provided in the Focused Visit Report of January 1997 and continued training into 1999. (Resource Room) To foster team building, the board continues with yearly retreats to review mission, goals and strategies so that they can continue to provide quality leadership to the college. This has strengthened their voice and ability to work together to arrive at a consensus on critical issues regarding policy and operating procedures.

3) The college does not have in place a clearly articulated strategic planning process that is understood by those responsible for planning and leadership at the unit level and various employee groups.

Significant progress has been achieved since 1992 as indicated in the January 27-28, 1997 Focused Visit Report. The college's strategic planning effort has incorporated many new activities including the development of a college *Vision Statement*, establishment of a broad community- and college-based Strategic Planning Advisory Committee and implementation of environmental scanning in 1994-95 and 1997-98 to identify key trends and issues. An external consultant facilitated the last external scan in 1998-99. The scan teams were open to all employees of Wayne County Community College District, the board, and leaders from the communities in which the campuses are located. The strategic planning process has involved all college personnel during the last two planning cycles, both for the generation of goals and the planning of objectives.

4) While the institution has a number of significant assessment components, assessment does not appear to be linked to strategic planning.

The strategic planning effort did incorporate segments of assessment but the assessment plan focused on institutional effectiveness. The 1997 Focused Visit team was still concerned that an acceptable plan was not in place and required subsequent reports to validate a student outcomes plan and implementation of the plan. The college complied. The latest required report June 30, 1998 was accepted by the NCA. Institutional support was evidenced by a $100,000 allocation through the office of the vice chancellor for educational affairs. The Assessment Steering Committee is charged with review of strategies to assure that the plan is firmly embedded in the institutional structure and in key areas in strategic planning. The Assessment Steering Committee is represented on the Strategic Planning Committee and in all planning activities.

5) The college lacks a strategic plan that is linked to the budget process.

The college has strengthened its ability to plan strategically and to link the allocation of resources and the budget process to the strategic plan. The college is committed to strategic planning. Strategic planning is incorporated into the infrastructure through appropriate meetings at every level — at campus and division level — to adopt planning objectives. These meetings are the responsibility of campus provosts and division and department heads. Evidence that initiatives to that end have been taken exist in the January 27-28, 1997, Focused Visit Report. The strategic plan is linked to the budget process, however, emergency demands on the budget, i.e., repairs due to flooding and tornadoes and financial aid reimbursement, have limited the college's ability to demonstrate a seamless effort in the planning and budgeting process. The 1997 and 1998 "Strategic Plan Implementation Status Reports" reflect the success of budgeting strategies and planning outcomes. (Resource Room)

6) There is a need to assess program outcomes and resource allocation, and the local job market in order to maintain the integrity of existing programs and to provide the foundation for the establishment of new programs.

The 1997-1998 environmental scan assessed program outcomes, community attitudes, and the projected local job market to assist in planning new programs. As part of the strategic planning process, the faculty, staff, administrators, and community leaders were invited to participate in an in-service training session in external environmental scanning. With the assistance of a well-known facilitator, the initial meeting resulted in ten sub groups, which scanned and met on a regular basis. The groups are auto industry, competition, demographic, economic, education, gaming, labor force, political, social lifestyles/values, and technology.

The result of the group work was presented to faculty by the team leaders on faculty organization day, January 14, 1999. To complete the scan process, faculty were invited to add implications for the community and for the college. The board and the Strategic Planning Committee will review the information gathered.

7) **The college is relying too heavily on the millage and the management information system as the solution to long-standing problems. The college needs to define who has responsibility for MIS activities at the central office and campuses.**

Since the passage of the first-ever millage in 1992, the college has been successful in two subsequent elections to achieve continuance of the millage in 1996 through the year 2005 and finally in 1998 to establish the millage as a permanent source of funds. For many years the state-aid formula for funding was based on enrollment. This and a state-mandated property tax supported WCCCD. In the 1980's, the recession and population changes effectively reduced state aid by half. The state provided a special grant for a time, into the early 1990's, but then began to reduce its special appropriations to the district. Thus, it was absolutely essential that the 1992 property tax be passed, or the district would be unable to operate. The 1999-2000 property tax of $20,306,000 will provide about one third of the district's total revenue.

The Department of Information Technology (IT) now reports to the vice chancellor for administration and finance. Each campus computer coordinator reports on a dotted-line to the director of IT. Staff at each location meet weekly to share concerns to promote uniformity in how the technology is utilized among campuses. This forum is also used to identify technology initiatives that affect the campuses and address how they will be ultimately deployed. The campus computer coordinators are also involved with the campus technology committees and technology initiative teams used to select new technology (i.e., RFP teams).

8) **The institution is not adequately staffed to take full advantage of contract training.**

Since 1992, the college has replaced three part-time project coordinators with four full-time development specialists. Their positions also represent an upgrade. Currently there is a search to fill the district director's position. A planned change of separating corporate training (which is now called the Department of Workforce Development) and community education brought about the need to develop a new organizational plan to meet the needs of both potential growth areas. These areas are in a transitional state. A workforce development/community education retreat was held in December 1998 to explore the reorganization of both areas.

9) There is a need to clarify the lines of responsibility for persons who report to more than one supervisor.

Dual reporting has been minimized with the implementation of site-based management. All campus college staff report to the campus provost.

Linkages with central administrative staff continue to exist in some areas such as administration and finance, enrollment management, and academics. This is necessary to ensure quality of instruction and facilitate consistency in the delivery of services to students.

For those individuals and or programs currently functioning with a dual reporting relationship, lines of responsibility have been clarified.

Central administration staff hold regular monthly meetings with campus entities in an effort to maintain clarity and consistency in program administration and service delivery.

Campus financial aid coordinators previously maintained dual reporting relationship with the campus provost and the district director of financial aid and scholarships. The financial aid coordinators currently report directly to the district financial aid director.

10) Some aspects of the bargaining agreements limit the institution's ability to meet future educational challenges.

There is no specific part of the bargaining agreement that limits the institution's ability to meet future educational challenges. The process whereby faculty are evaluated by administration (requiring a one-week notice) and the instrument used at the time, were viewed as poor. In June 1998, a task force was established to develop an instrument for evaluation of faculty by the administration and a second tool for evaluation of faculty by students. During fall 1998, 27 faculty were administratively evaluated, and in spring 1999, 36 were evaluated. Both part-time and full-time faculty members are included in these numbers. The evaluation of faculty by students will be implemented in the fall of 1999.

11) Some official course outlines are inconsistent, do not address student academic achievement, and do not appear to have been updated since the last comprehensive visit.

The college conducted workshops via a curricular consultant to develop, review, and revitalize syllabi. Format and contents were covered along with writing test items to test the course objectives. This was done in conjunction with development of the assessment plan. Moreover, the Assessment Steering Committee has voted that a recommendation be made to require inclusion of a section addressing assessment of student academic achievement in all syllabi. Some disciplines have work in progress while others have completed the process.

12) There is a lack of continuity in leadership in Student Services.

At the time of the 1992 visit, staffing and leadership in student services were lacking. In December 1998, a dean of enrollment management and student services was appointed to provide leadership and to ensure consistency in policy implementation and in the delivery of student services. This position is represented on the Chancellor's Cabinet and the Administrative Council. The student services infrastructure is in place and continues to be a priority for this administration. The student services directors meet monthly with the dean in an effort to maintain continuity of policy implementation and the delivery of a comprehensive student services program.

13) The college needs to develop, implement and monitor a staff development plan to enhance faculty and staff effectiveness.

Faculty Development Plan

Initiatives such as the *Instructional Development Grant* and an internal mechanism for financial awards to develop and refine teaching strategies have been implemented. To date, five awards have been made. The college supports (with release time) faculty participating in workshops and conferences as presenters. Sabbatical leaves for full-time study are also available to college faculty. The college offers opportunities for the enhancement of computer skills for faculty and staff as an on going training initiative. Assessment activities have involved external consultants providing workshops and hands-on training for faculty in the processes and tools of assessment.

Staff Development

Several initiatives are in place. A comprehensive staff development program has provided workshops that promote improved services to students, quality customer service, personal and professional development through team building, leadership, and continuing education. As a result, several participants have initiated or completed degree programs.

The comprehensive staff development initiative of the college addresses training needs of faculty, staff, students, and administrators.

14) The college has a fragmented approach to enrollment management and community outreach. Lack of adequate access to student services on evenings and weekends continue to be a concern as noted in the 1988 NCA report.

The college decentralized recruitment and community outreach activities in 1996. A recruitment plan was implemented in 1996-1997 and modified to be more comprehensive in 1998. Under the leadership of the dean for enrollment management and student services, quantified goals and objectives based on enrollment projections were issued.

Recruitment plans and outcomes measures are reported annually. Additionally, several projects were designed and implemented as a function of community outreach. Thus, the following projects were established:

- Telemarketing Project — 1996
- Partners in Education (with the Detroit Public Schools) — 1997
- Job Readiness Program — 1997
- Science, Engineering, Math, Aerospace Academy (SEMAA) — 1997
- America Reads Challenge — 1998

Counselors and student service assistants are scheduled to provide service from 8:30 a.m. until 7:00 p.m. to accommodate the needs of evening students. There continue to be few student services available during weekend hours, however, only a small portion of the student body attends weekend classes exclusively. The student can always arrange for an appointment, in the event the current times are not workable.

With the move to site-based management, the college has aggressively redirected enrollment management and community outreach from central administration to the various campus sites. This approach enables the campuses to respond to needs and services within the community in which each is located.

15) Although over 70 percent of students test below college level, not all students who are deemed in need of developmental or ESL instruction are placed in appropriate courses. The college needs to implement a mechanism to ensure student placement in developmental courses.

Students who need developmental coursework based on ASSET scores will not be able to adjust their registration form without the endorsement of a counselor. The student's choice is indicated on the form. This takes into consideration the student's adult decision-making status and possible individual bias in testing. Additionally, COMPASS is being evaluated as a placement/diagnostic system as an addition or replacement for ASSET. The college now has a system that provides a lock out capability that will be implemented as appropriate.

16) The college may not have the financial ability to sustain the necessary MIS software and training updates on a timely basis.

The college established budgets for the prior fiscal years, as well as the current, for training, hardware and software upgrades and replacement, and additional staff to support new technology initiatives and to maintain the current applications.

17) The college has reduced its accounting staff and eliminated the budget department. When long-range planning begins, the need for additional highly technical staff in these areas will be necessitated. These positions will help ensure future audit compliance and control of district assets.

Wayne County Community College District has a budget department. The accounting staff was reduced as a result of a move to an automated system. With an interactive budget/accounting process many of the manual tasks are now handled automatically. The budget process is on-line and several features enable department managers to have direct access to current information. The Integrated Financial Accounting System (IFAS) allows for on-line purchasing and real-time account balancing, including supporting financial information for cost center managers. The system has controls that disallow purchasing without funds available. Overall, managers are given real-time balances.

18) The lack of full-time career programs faculty has greatly limited the ability of the college to respond to curricular, equipment, enrollment, and quality concerns. The need to employ full-time faculty in this area was also identified as a concern in the last team visit report.

An analysis of all full-time faculty members in each discipline was conducted to determine where the needs existed. A subsequent priority list was developed to bring on new faculty in order to meet the needs of our student population. Some career programs still lack full-time faculty, especially those with very low enrollments.

19) Not all students who are deemed to need developmental or ESL instruction are placed in appropriate courses.

This is true. However, it is not due to a lack of effort to identify, counsel, test or place these students. Appropriate testing exists on site, the admissions application has been modified to identify these students, and counselors make every effort to support the sound sequential pattern to developmental coursework. The college has mandatory assessment but not mandatory placement. Most students usually comply with first level placement.

20) Reading level requirements have not been established for college level courses.

Course reading-level requirements have not been established. Faculty have access to text reading levels through the publishers and make their textbook selections accordingly. The Assessment Steering Committee is reviewing this issue.

21) Students who are immigrants or refugees are also given the ACT/ASSET, an inappropriate test for non-native speakers of English.

Since the early 1980's, the college has used two tests to evaluate students with English-as-a-Second-Language backgrounds. The assessments are the Test of English as a Foreign Language (TOEFL) and the Michigan Test for Assessment of Non-Native speakers of

English. The TOEFL is a national test administered throughout the world by the Educational Testing Service, and the Michigan test was developed by the University of Michigan and is administered by the college. The college began using the Michigan test in 1994. Both assessments evaluate listening and reading comprehension, structure, and written expression.

In 1994, the college also modified the admission application to identify English-as-a-Second-Language students upon entry.

RESPONSE TO THE PREVIOUS NCA FOCUSED VISIT — 1997

Strategic Planning Concerns

1) The strategic planning process needs to be communicated to all constituencies. A process needs to be established that periodically informs all constituencies about the strategic planning process and provides feedback about specific actions related to implementation and accomplishments.

The current strategic planning process provides for communication to all constituencies within the district and for broad communication within the community. It provides both input and feedback about planning and implementation. Both a broad-based Strategic Planning Committee and a new governance model Strategic Planning Advisory Committee will be involved in the process.

With the revision of the governance model, the opportunity for improved communication exists. Development of a yearly strategic planning calendar of events allows for a planned systematic approach to input, evaluation, and refocus. The Strategic Planning Advisory Committee minutes will be distributed and available to a broader audience.

2) As a result of the implementation of site-based management, the relationship between campus and college-wide strategic planning initiatives is unclear.

The Provosts' Council is a mechanism whereby the relationship between campus- and college-wide strategic planning is linked. The Strategic Planning Committee will bring the proposed goals to both the campus and division leadership. The constituents will set their planning objectives in view of the overall goals.

3) Strategic planning initiatives should be more closely linked to financial planning, major resource allocation decisions, and the annual planning and budgeting process.

The effort to reinforce the linkage of strategic planning to the budget process is evident in the completion of some projects related to the strategic plan (i.e., campus renovation, construction of faculty offices, carpeting in the auditorium). See the "1997-1999 Strategic Plan Implementation Projects." (Resource Room)

4) Moving from plan development to implementation will require significant staff development that has not currently been addressed.

Staff development has been and continues to be a priority for this administration. The development and implementation of a comprehensive staff development program was initiated in 1998 and continues into the new millennium. There has been district-wide input into the identification of our staff development and training programs to address concerns of the total college.

5) **Much work needs to be done to incorporate the strategic planning process into the fundamental infrastructure of WCCCD. Specifically, the college needs to reassess its on-going support for strategic planning, including the responsibilities of campus and college-wide personnel.**

The college is committed to strategic planning. The process is not perfect, but is active and evolving.

Assessment of Student Academic Achievement Concerns

1) **Although fiscal and personnel resources are being provided for the development of the institutional assessment plan, the leadership for this initiative should be provided by the Chief Academic Officer.**

Assessment, as an activity, moved under the vice chancellor's overview in 1997 with the move of the senior assessment analyst to that division. The vice chancellor supports the budget and activities related to assessment. The senior assessment analyst assists in coordinating activities.

2) **Funding for the development of the institutional assessment plan should be viewed as a high priority in the allocation of resources to support this initiative. Future success of the assessment initiative may depend on additional resource commitments.**

In 1998-99, $100,000 was allocated for activities related to assessment. The 1999-2000 allocation is $100,000. Additional support in the form of release-time and in-lieu-of-time payments to faculty has also been provided.

Finance Concerns

1) **The passage of the millage has not resolved all of the financial concerns of the institution. Although the college has increased enrollment over the last several terms, the institution will need to continue to focus on enrollment management and retention issues to sustain/enhance state appropriations and student fees.**

The college now has a dean of enrollment management and student services. This position coordinates the quality delivery of services. In-service and staff development efforts have been a major department focus to assist staff in their daily contacts with students. An enrollment management plan developed in 1998 is being implemented. (Resource Room)

In 1998 and in 1999, the college submitted proposals for Title III funding that addressed retention. The 1998 proposal was not funded; we are awaiting action on the 1999 application.

2) **The college needs to develop an on-going program of training and development for budget managers as it continues to implement site-based management.**

Each campus has a business manager. They meet on a regular basis with the controller. Each campus business manager works with the managers of the cost centers on their campus. The campus provosts are identifying individuals in need of training on the IFAS system (Integrated Fund Accounting System) to help facilitate monitoring of the budget.

Governance Concerns

1) **As the implementation of the site-based management plan moves forward, attention should be placed on staff development of leadership and personnel occupying new roles.**

The district has provided training in an effort to support the development of requisite skills for leadership throughout the colleges. The provosts have participated in numerous local, regional and national workshops designed to address issues related to site-based management and team building. Each campus has provided leadership and teambuilding workshops for administrative staff such as the ones provided by the Caruso Institute.

2) **The internal governance model will need a genuine commitment from all constituencies if the college wants to get beyond internal issues that prevent the institution from moving forward.**

The revised governance model is the result of input from several groups including all three unions. The model's latest revision was February 9, 1999. Implementation is ongoing. Refinement is ongoing.

3) **The college's leadership needs to address communication issues in the implementation of the strategic plan, site-based management plan, and other initiatives**

Faculty organization day is used to communicate college activities. Each campus has campus faculty meetings and campus assistant deans for instruction conduct discipline meetings. Other opportunities for communication exist through the governance model, union meetings and social events. The Assessment Steering Committee has made communication a central implementation strategy.

Board Development Concerns

1) **The board of trustees should continue its training sessions and develop a "plan of action" for the board stewardship of the college. This plan should be available for review by the next accrediting team.**

The stewardship of the college is mandated by Senate Bill No. 599, enacted in 1991: "A member elected after the November 1992 term, shall be elected for a term of 6 years unless he or she is elected to fill a vacancy for the unexpired term." To further maintain consistency, the by-laws of the board of trustees, amended in 1998, address the scope of office, election of officers, meetings, professional conduct and code of ethics. Board training continues on an as needed basis. The board retreats are one mechanism for the cooperative initiatives necessary for the proper maintenance and stewardship of the college. The plan is to continue to observe state law, abide by the by-laws, and continue board retreats. The board has a scheduled retreat for August 1999.

CHAPTER TWO

GENERAL INSTITUTIONAL REQUIREMENTS FOR ACCREDITATION

G.I.R.	EXPLICATION
Mission	
1. A mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.	The mission statement was formally revised and adopted by the board of trustees on March 27, 1991.
2. A degree granting institution.	The college offers four associate degree programs. They are associate of arts, associate of science, associate of applied science, and associate of general studies. The college awards certificates to those students who complete the requirements of various occupational programs (The *Catalog* describes degree and certificate programs).
Authorization	
3. Has legal authorization to grant its degrees and it meets all the legal requirements to operate an institution of higher education wherever it conducts its activities.	Wayne County Community College District is one of 29 public community colleges in Michigan. Under Chapter 389, Section 105-1 of the Michigan Compiled Laws of 1979, WCCCD is authorized to "grant diplomas and certificates including those known as associate degrees, but not including baccalaureate or higher degrees."
4. Has legal documents to confirm its status: not-for-profit, for-profit, or public.	WCCCD was established in 1967, created by local vote, under the authority of the State of Michigan Community College Act of 1966 as a public institution supported by taxpayers of the district. Act No. 331 of the Public Acts of 1966 (amended in 1991, 1997).

Governance

5. Has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.	The community college is a corporate entity according to Section 389.103 of the Community College Act of 1966. "...Every community college district shall be presumed to have been legally organized when it has exercised the franchises and privileges of a district for a period of 2 years; and the district and its trustees shall be entitled to all rights privileges and immunities, and be subject to all duties and liabilities conferred upon community college districts by law."
6. Governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.	Article VIII Section 7 of the Michigan Constitution of 1963, which provides for the establishment of public community colleges, states that they shall be supervised and controlled by locally elected boards. Wayne County Community College District is governed by a nine-member board of trustees that has legal authority to make policy and to govern the institution. Elected within the districts they serve, the board members are actively involved in community affairs.
7. Has an executive officer designated by the governing board to provide administrative leadership for the institution.	Dr. Curtis L. Ivery, chancellor of Wayne County Community College District, is the chief executive officer selected by the board of trustees and is responsible to them. The chancellor reports to the board. The chancellor is charged by the board with the full responsibility of administering the affairs of the institution and is given full authority to do the necessary work. Dr. Ivery was hired on September 1, 1995.
8. Governing board authorizes the institution's affiliation with the Commission.	WCCCD accreditation history began in 1976 with Initial Accreditation. The initial and subsequent boards have recognized and authorized the affiliation of WCCCD with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Faculty

9. Employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.	WCCCD employees 114 full-time faculty for the 1998-99 academic year. Faculty hold advanced degrees from accredited institutions of higher education across the United States. Of all full-time faculty 36 percent hold terminal degrees and all but 8 of the remainder hold master's degrees or a master's degree plus additional hours. Currently, several faculty are engaged in doctoral programs at accredited institutions. Faculty are qualified and experienced to fulfil their assigned responsibilities.

10. Sufficient numbers of the faculty are full-time employees of the institution.	WCCCD employed 114 full-time faculty in fall 1998. Based on an instructional load of 15 hours, the faculty-student (FTE) ratio during fall 1998 was 41.5. (Total 1998 fall enrollment was 4,773 FTE students.)
11. Faculty has a significant role in developing and evaluating all of the institution's educational programs.	Faculty are involved in the development, approval, implementation and evaluation of educational programs. This is done through the Curriculum Committee, discipline meetings, and the Assessment Steering Committee. Committee minutes are available. (Resource Room)
Educational Programs	
12. Confers degrees.	Upon completion of the appropriate program requirements, the candidates are awarded degrees describing their attainments in appropriate public ceremonies. Every June commencement is held for those completing their degree requirements from the previous summer, fall and spring semesters. Graduate numbers are 858 in 1995, 690 in 1996, 819 in 1997, 707 in 1998, and 790 (estimated) in 1999.
13. Has degree programs in operation, with students enrolled in them.	Sixty-eight degree programs are actively in operation. Each program has enrolled students.
14. Degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.	The college's educational programs, consisting of liberal arts transfer programs and career and technical education programs, reflect its mission of providing quality, affordable education to the citizens of its service district. Each degree program and sequence of courses are designed to reflect recognized fields of study in higher education. (See the *Catalog*.)
15. Degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of programs.	Degrees have appropriate names. Associate degrees require a minimum of 60 semester hours while certain programs with extensive requirements have a minimum of 72 credits. Both the length and content of programs are consistent and compare favorably with recognized and accredited programs at other higher education institutions.
16. Undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.	The college has general education as well as related instruction which is designed to provide a liberal arts dimension to the career and technical education programs so that students are skilled in areas that compliment their technical training. Faculty have adopted a "Philosophy of General Education" statement.

17. Admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.	WCCCD has an open-door policy for admission. The college is committed to equal opportunity and access to programs without discrimination on the basis of race, color, national origin, marital status, gender, age, religion, or disability. All students seeking admission for enrollment in certain programs must complete the application for admission, submit all related documents, and meet any special pre-requisite requirements.
18. Provides its students access to those learning resources and support services requisite for its degree programs.	WCCCD provides its students with ample learning resources and support services to enhance instruction. Each campus has a learning resource center (LRC), a multi-learning lab, and computer labs. Student services offers a variety of programming, including *ACCESS* (Access College Careers and Educational Support Services), to promote the successful academic integration of students into the college. Academic advisors provide support and guidance for students in their courses of study. Tutoring services include both individual and small-group tutoring and are available free to all students experiencing academic challenges. Career planning and placement services are available to assist students in exploring career options and in developing effective job search skills. The career resource library contains information on business careers, job vacancies, and college bulletins.
Finance	
19. Has an external financial audit by a certified public accountant or a public audit agency at least every two years.	Wayne County Community College District's financial records are audited annually by an independent certified public accounting firm. The financial statements are prepared in accordance with generally accepted accounting principles (GAAP). Documents for 6/30/98 (and prior years) include: ▪ Financial Audits ▪ Single Audits ▪ Management Letters
20. Financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.	Wayne County Community College District is funded through state appropriations, student tuition and fees, federal funds, contracted training revenue, and state and local funds. Financial records indicate appropriate allocation and use of resources to support the institution's educational programs (Fiscal year adopted budgets).

21. Financial practices, records, and reports demonstrate fiscal viability.	The college has consistently carried a fund balance from prior years. An extensive annual planning and budgeting process to allocate financial resources throughout the institution, as well as periodic analytical budget review, cash flow projections, and investment reporting, lend to the college's ability to maintain its fiscal viability into the future. Although the college has experienced depletion of once prominent fund balances, due to US Department of Education sanctions through "federal fund reimbursement," the college has established an internal reimbursement operation and retained consultant services to recover these funds and replenish fund balance. Documents: ▪ New Detroit Report

Public Information

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of ▪ its educational programs ▪ and degree requirements; ▪ its learning resources; ▪ its admissions policies and practices; ▪ its academic and non-academic policies and procedures directly affecting students; ▪ its charges and refund policies; and ▪ the academic credentials of its faculty and administrators.	The college's *Catalog* and *Schedule of Classes* are the primary documents that convey the district's mission to the public. As well, these publications contain policies and procedures for admissions, degree requirements, student services, and tuition and refund policies. The *Catalog* provides specific descriptions of degree and certificate programs, learning resources, and the academic credentials of faculty and administrative and professional staff. The credentials of academic and non-academic staff are also published in documents such as the district's commencement program book, ceremonies and rituals programs, and the district annual report.
23. It accurately discloses its standing with accrediting bodies with which it is affiliated.	The WCCCD *Catalog 1999-2001* and other official documents describe the college's affiliation with accrediting bodies, including the North Central Association of Colleges and Schools.
24. It makes available upon request information that accurately describes its financial condition.	The annual report, which contains WCCCD's financial condition, is widely distributed throughout Wayne County.

CHAPTER THREE

CRITERION I

The Institution has clearly and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

INTRODUCTION

The board of trustees adopted the current "mission statement" of Wayne County Community College District in March 1991. The statement reflects the uniqueness of the college. Through this self-study, evidence will demonstrate that the institutional purpose is clear, publicly stated, and consistent with its mission.

The college has developed strong support and involvement within the college community and the external community through the relationships with the Chamber of Commerce, New Detroit, Inc., various advisory committees and many community organizations. With these relationships, the college's planning and decision-making processes are broad-based and demonstrate a strong commitment to excellence in teaching and learning. The whole process of organizational/operational planning and strategic planning (see Criterion IV) are focused on Wayne County Community College District affirming its beliefs and accomplishing its mission and purpose through institutional objectives. The open process provides opportunities for internal and external individuals and groups to participate in the shaping and direction of the college.

MISSION

> *Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban and multicultural institution, whose mission is to promote the educational, cultural, and economic development of the community by providing quality education.*

An analysis of the "mission statement" reveals the following:

Wayne County Community College District is an affordable...institution. The college is committed to providing low cost, quality education to district residents. Tuition and fees are among the lowest in the state and have not increased since 1992.

WCCCD is a...comprehensive institution. As a comprehensive community college, WCCCD offers a wide variety of educational programs leading to an associate's degree or certificate. The college also provides educational opportunities to business and industry through our workforce development/community education. A number of new programs and approaches are geared to building bridges for potential students, such as:

- Middle College High School
- National Aeronautic and Space Association (NASA)/Science, Engineering, Mathematics and Aerospace Academy (SEMAA) program
- Principal's Pick program
- Bridges Program (with Wayne State University)
- 2+2 agreements with 4-year institutions
- Detroit Area Pre-College Engineering Program (DAPCEP)

WCCCD is a...contemporary institution. The college is committed to meeting the changing needs of its community and student body. This means being aware of the economic and educational needs of the community and being flexible enough to adapt to those changes. (Community Survey)

WCCCD is an..."open door" institution. The college district opens its doors to *any* student 18 years-of-age or older, regardless of previous educational background. The college is proud to maintain that tradition today. The college has also begun initiatives in dual enrollment whereby high school students can enroll in courses for college credit.

WCCCD is an...urban/suburban institution. As a county-chartered institution, WCCCD is committed to maintaining its regional campuses serving constituents within the city of Detroit and the suburban communities within the service district. (County Map)

WCCCD is a...multicultural institution. WCCCD strives to meet the needs of our diverse population through program offerings such as African-American studies, Muslim world studies, women's studies, and celebration of special events such as the International Festival, poetry workshops, and performing arts activities. Cultural diversity is also addressed through the curriculum review and textbook selection processes. (See student profile and staff profile below.)

PURPOSE

Institutional Objectives — *To achieve its mission, the Board of Trustees adopted these institutional goals:*

Instruction

- *to provide liberal arts and occupational courses and programs leading to associate degrees and certificates*
- *to provide programs and courses that facilitate transfer to other colleges and universities*
- *to form 2+2 partnerships with senior colleges and universities to facilitate the flow of transfer students in programs that lead to viable professions*

Student Development

- *to foster cultural sensitivity by offering courses in ethnic and women's studies*
- *to enhance student success by providing developmental education*
- *to provide career and personal counseling, academic advising, placement and other support services that enhance student's social, academic and economic development*
- *to provide the greatest accessibility feasible by providing varied locations, barrier free facilities, and the lowest possible cost*

Economic and Community Development

- *to provide a variety of services to the community that foster personal growth and cultural enlightenment or recreation, including non-credit courses, workshops, and extension classes*
- *to develop customized training/retraining courses in response to the needs of business and industry, agencies, and the not-for-profit sector*
- *to form partnerships with K-12 school districts and four-year institutions in the service area to collaborate in the development of strategies for improving retention*
- *to maintain the "open door" policy*
- *to enhance student success in specialized programs by the development and implementation of appropriate admissions and criteria procedures*

VISION STATEMENT

When Dr. Curtis L. Ivery became president in 1995, he instituted plans to broaden the public perception of the college and, consequently, recommended to the board a plan for decentralized functions and establishing the "district" concept. The vision of the Wayne County Community College District is to become a premier world-class institution dedicated to excellence in education.

President's Vision *— The Wayne County Community College District will continue its role as a local, regional, national and global viable and vibrant institution of higher education. We will maintain a strong presence in our communities as a vital institution to assure a prosperous Wayne County.*

General Philosophy *— This vision will be achieved because we are:*

- *student oriented and consumer driven*
- *informing the communities of our programs and services*
- *committed to quality customer service and academic excellence*
- *educating communities about the value of education in making a difference in the lives of our constituents*
- *dedicated to maintaining successful partnership programs that educate and train people for the demands of the workplace*
- *equipping individuals and organizations to address challenges more effectively and*
- *accounting to tax payers for the results of their investments in higher education.*

Dr. Ivery is committed to using both fiscal and human resources to develop opportunities that enable our students to flourish, lead better lives and enhance their roles as contributing members of society.

Dr. Ivery demonstrates his accessibility to students, faculty and staff through regular "campus forums" each semester. A forum is held at each campus to disseminate information and receive input from various constituencies. Twice a year, the chancellor also conducts a "state of the college" luncheon with community and business leaders.

Dr. Ivery has published numerous articles in the *Detroit Free Press*, *The Michigan Chronicle*, and *The Grosse Pointe News*.

The mission statement, its accompanying objectives, and the vision statement are designed to provide a structured direction for the college's progress. Constant attention to the college's success in serving its students and other constituents will be provided in essential updates. The college's environmental scanning, as well as its assessment of institutional effectiveness and student outcomes assessment, will also assist this process.

EVALUATION PROCESS

The institution evaluates its purposes through internal and external venues.

Internal Constituencies

The organizational structure, governance model, and components of the strategic planning and the budgeting processes allow for the development and evaluation of our purposes. The *PACE* survey and *The Seven Principles of Good Practice in Undergraduate Education* were used as internal measures. (See Criteria II and III.)

The Chancellor's Forum provides faculty, staff, administrators, and students with an opportunity for discussion of the college's purpose, goals and directions. The open format also permits relevant discussion of current issues. Faculty have additional opportunities for discussion through campus-based faculty meetings, college-wide discipline meetings, and the Assessment Steering Committee. The revised College Council will afford another opportunity for input.

External Constituencies

The college maintains a strong relationship with business, churches and community organizations, such as New Detroit, Inc., various chambers of commerce, the NAACP, the Urban League, the Southern Christian Leadership Conference, the Downriver Council for the Arts, Masco Corporation, Metro Detroit-SER, and many more. The college hosts an annual "state of the college" luncheon for business and community supporters. An annual report is published and widely distributed in and out of the service area. Our program advisory committees are composed of industry-related professionals within our district.

In 1997, New Detroit, Inc. reviewed the status of the college since 1993 and issued an overall grade of "A", holding a press conference to announce our progress to the community. New Detroit is a private, non-profit corporation formed in 1967 to combat urban social problems. For over 30 years, it has worked as an advocate to address the issue of race relations by positively promoting issues and policies that ensure economic and social equity.

In 1998, representatives from business and community were invited to participate in the environmental scanning process. Wayne State University was the site for the initiation of this strategic planning initiative. Over 200 persons were in attendance at this session conducted by a national facilitator.

In 1998, WCCCD conducted a community satisfaction survey where a sample population was asked to rate our performance in a number of specific areas. The results indicated that the public views the college as doing a good job in accomplishing our educational goals. The voters of the district voiced their approval by the passage of a permanent millage in 1998. (Criteria II and III)

Published Goals

The college has a strong commitment to excellence in teaching and learning. The "mission statement" appears in all college documents such as the *Catalog, Schedule of Classes,* program brochures, and various handbooks. The "mission statement" has also been printed in poster fashion and is displayed on all five campuses and at the district office building.

Our marketing campaigns are designed to reflect the college's commitment to providing quality, low-cost education in a diverse, multicultural setting. During the months of October and November 1998, a series of marketing workshops were held for administrators, staff and faculty, entitled "Marketing Plans that Work." Subsequently, a plan is now underway for an aggressive high school marketing effort for the fall 2000 semester. New recruitment brochures are being developed as part of this initiative. The Office of Enrollment Management and Student Services has developed a comprehensive "Enrollment Management and Marketing Plan."

In addition to the *Catalog,* program brochures, and *Schedule of Classes,* the college's information dissemination network also includes a weekly TV show, "Direct Impact," and a weekly radio program, "Education First." Both shows are hosted by college staff and highlight academic program offerings, special programs and events, cultural activities, and items of interest to the community and businesses.

GENERAL EDUCATION

The foundation of the college's degree programs is in general education and is described by the "Philosophy of General Education," a broad statement of the knowledge, skills, and attitudes that students are expected to achieve and that have always been a part of the college's programs of study. The "Philosophy of General Education" was adopted in principle by the college's faculty at the all-faculty organization day held in March 1997. It reflects not only the curriculum describing the academic group requirements listed under the catalog descriptions of specific degrees, it also reflects the faculty's belief that the values of general education are infused throughout the curriculum and are often defined in practice by the discipline in which instruction and learning take place. Support of the assessment initiative has encouraged inquiry among faculty.

Figure 2: Faculty-adopted "Philosophy of General Education."

PHILOSOPHY OF GENERAL EDUCATION

At Wayne County Community College, we believe that learning leads to a better life. Our general education curriculum equips the student with the tools needed to build such a life, and to serve family, community, and society.

We provide a range of required and elective courses designed to satisfy three possible student purposes:

1) *transfer to a four-year degree programs;*
2) *preparation for a two-year career program;*
3) *personal, social or professional enrichment.*

The student who pursues an Associate's Degree will study English, humanities, the social sciences, the natural sciences, and/or mathematics.

Upon successful completion of the curriculum, the student will

- *read, write, and speak effectively;*
- *understand and appreciate the role of culture and the arts in both society and personal life;*
- *know the principles and be able to apply the methods of science;*
- *have mathematical and technological skills (especially computer skills) sufficient for personal and career needs;*
- *know the principles and methods of the social sciences, and understand the basic social, political, and economic issues of the contemporary world;*
- *understand and appreciate both our common humanity and the diversity of cultures — historically, around the globe, and within contemporary America;*
- *be able to identify, define, and think critically about the issues that arise in daily life, both personally and professionally;*
- *have the skills needed to work ethically and effectively with others;*
- *be a lifelong learner.*

PARALLEL MISSION GOAL STATEMENTS

Many of the college's units and academic departments and disciplines have also developed mission or purpose statements. The following chart demonstrates the congruity of the institution's various activities with the published mission statement.

Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban institution whose mission is to promote the educational, cultural and economic development of the community by providing quality education.

Division/Department/ Discipline	Mission/Goal Statement
Assessment Steering Committee	***Guiding Principle*** The purpose of Wayne County Community College is simply to accomplish "what we are here for" as defined by the leadership of the institution. ➢ Assessment is an integral tool in measuring and assisting in meeting the purpose. ➢ Implementing the "Plan for the Assessment of Student Academic Achievement" ensures that the institution and its people meet the assessment measures. ➢ The Assessment Steering Committee supports achievement of the institution's purpose by optimizing implementation of the Plan through developing tools, facilitation, communication, and monitoring. These flow in a necessary and unbroken, interrelated sequence. Any discussions or conflicts that rest on an actual or implied presumption that there is a disconnect between or among any of these understandings must be treated as invalid. The committee will exercise and facilitate discipline to eliminate any perceptions of disconnection.
Assessment Office	To support Wayne County Community College District's on-going Assessment Initiative by providing leadership, content expertise, and staff support to committee activities; to provide research and data analysis; to broaden the scope of the adopted "Plan for the Assessment of Student Academic Achievement"; and to disseminate findings within the college to enhance student learning.

Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban institution whose mission is to promote the educational, cultural and economic development of the community by providing quality education.

Division/Department/ Discipline	**Mission/Goal Statement**
Arts & Sciences	The mission of the Division of Arts & Sciences is to serve a pivotal role in promoting all learning at Wayne County Community College District. Consequently, the division seeks to provide courses that are essential to the development of human qualities on students to help them understand themselves and their relationship and roles in their environment.
English & Humanities Department	The student will read, write, and speak effectively; the student will understand and appreciate the role of culture and the arts in both society and personal life.
Math Department	The student will understand and be able to use quantitative information in everyday life. The student will understand mathematical concepts sufficient for career goals.
Science Department	The mission of the science department is to strive to develop in their students basic skills and knowledge related to multiple science disciplines and the ability to think critically, apply and evaluate data.
Social Sciences Department	To promote learning and constantly improve the quality of learning by enabling students to discover social reality through African-American studies, anthropology, economics, history, political science, and sociology. To create a powerful learning environment and enable a diverse student body to achieve success.
Human & Community Development Department	To provide students with the opportunities for successful and viable employment, transfer credit to four-year degree programs, and opportunities to enhance the knowledge and skills commonly held to be relevant to living and working in their homes, communities, and a global society of multiple cultures.

Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban institution whose mission is to promote the educational, cultural and economic development of the community by providing quality education.

Division/Department/ Discipline	**Mission/Goal Statement**
Distance Learning Department	It is the mission of the Wayne County Community College District distance learning department: To explore and develop distance learning technologies and methodologies which provide greater access to all levels of education and training, To work with appropriate departments and staff to develop partnerships with schools, colleges and universities to provide and receive curricular offerings using distance learning technologies and methodologies, and To work with appropriate departments and staff to establish partnerships with business and industry to provide training as needed using distance learning methods and technologies.
Career & Technical Education	The mission of the Division of Career & Technical Education is to provide quality career and technical programs. These programs are developed to maximize individual potential and reflect labor market needs of business, industry, and the community at large.
Electronics/ Manufacturing	The mission of the electronics/manufacturing department is to provide quality programs and opportunities for students to advance their technical skills in the field of their studies..
Business Department	Our mission is to enhance the professional and personal lives of our students by providing a higher degree of understanding of financial and business matters to support their chosen career paths, as well as their general life decisions.
Allied Health Department	The mission of the allied health department is to promote the educational, cultural, and economic development of the community by providing quality education in health technology to meet the needs of the health care industry. We strive to maintain affordable allied health programs for our urban/suburban and multi-cultural constituencies.
Dental Assisting Program	It is the mission of the dental assisting program to develop the knowledge, skills, and ethical behaviors of dental assisting students in a multi-cultural community.
Dental Hygiene Program	The mission of the dental hygiene program is to develop the knowledge, skills and ethical behavior of its students. The program will strive to provide a high-quality, low-cost education in a multi-cultural community.

BEST COPY AVAILABLE

Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban institution whose mission is to promote the educational, cultural and economic development of the community by providing quality education.

Division/Department/ Discipline	Mission/Goal Statement
Dietetic Technology Program	The dietetic technology program shall educate students to be professionally competent, culturally sensitive and dedicated to the health and well being of those they serve.
Emergency Medical Technology Program	The emergency medical technology program is an affordable comprehensive educational program in the field of emergency medical care. The primary mission of the emergency medical technology program is to provide the most current information, scientific principles, and technological advances in didactic and practical skills for individuals desiring to become entry-level emergency medical practitioners.
Emergency Room/Multi-skilled Healthcare Technology Program	The emergency room/multi-skilled healthcare technology program is an affordable comprehensive educational program in the field of emergency medical, urgent and primary. The primary mission of the emergency room/multi-skilled healthcare technology program is to provide the most current information, scientific principles, and technological advances in didactic and practical skills for individuals desiring to become entry level emergency room or multi-skilled healthcare practitioners.
Occupational Therapy Assistant Program	The mission of the occupational therapy assistant program is to develop the knowledge, skills, and ethical behavior of its students. The program will strive to provide a high quality, low cost education in a multicultural community.
Pre-physician Assistant Transfer Program	The pre-physician assistant transfer program is an affordable associate degree in science which focuses on the admission criteria of the area physician assistant programs. The primary mission is to provide an academic foundation for a Baccalaureate degree in a related area and provided an opportunity for students to acquire direct patient care experiences.
Respiratory Care Technology Program	Consistent with the college's mission statement, the respiratory care technology program's mission is to promote the educational, cultural and economic development of the community by assisting the student to become technologically qualified through a broad-based educational program. Such an expanded role will enable the graduate to meet the demands of our evolving health care system.
Veterinary Technology Program	The mission of the veterinary technology program is to provide the veterinary community with entry level technicians who are able to perform in a wide variety of areas including small- and large- animal veterinary hospitals, animal-related research areas, nature centers and zoos.

Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban institution whose mission is to promote the educational, cultural and economic development of the community by providing quality education.

Division/Department/ Discipline	Mission/Goal Statement
Nursing Department	The ultimate goal of the nursing program is to enhance learner development as an individual member of society and a member of the nursing profession. The overall purpose of this associate degree program is to prepare graduates to take the NCLEX-RN examination; to prepare graduates who will deliver and manage client care at the beginning staff level; to provide the basis for continued learning and professional development.
Enrollment Management and Student Services Division	The mission of the enrollment management and student services division is to recruit, retain, and assist students in preparing to enter, as well as persist, at Wayne County Community College, from entry to exit.
Counseling Department	Counselors provide a comprehensive counseling team approach to systematically enhance and develop skills of our multi-cultural student body. Counselors are a team of licensing human services professionals committed to the development of a comprehensive process which addresses the needs of this multi-cultural student population — specifically in the areas of academic, personal, social, and career goal actualization. In using the expertise and specialization of a committed counseling team, students will increase their academic and human potential which will lead them to achieve success in a global and highly technological society. Counselors are committed to excellence and the delivery of quality educational services that focus on student development, student learning, student success, student academic persistence, and achieving occupational and personal success.

BEST COPY AVAILABLE

Wayne County Community College District is an affordable, comprehensive, contemporary, "open door," urban/suburban institution whose mission is to promote the educational, cultural and economic development of the community by providing quality education.

Division/Department/ Discipline	**Mission/Goal Statement**
Workforce and Economic Development Department	To support Wayne County Community College District's mission the workforce and economic development department offers a variety of quality services to the college 's community that foster personal growth, professional, and workforce development. The department accomplishes this through the design and delivery of innovative programs and courses that address the diverse needs of the community and contributes to the economic development of Wayne County.

COMMITMENT TO TEACHING AND LEARNING

In 1996, the faculty members were charged with the development of a college-wide assessment program — a systematic approach to assessing student learning to determine the extent to which we were achieving our mission. The assessment program was designed to be a built-in mechanism for institutionalizing the task of improvement. The faculty plan was accepted by the NCA in January 1998.

During the last three years, significant financial resources have been designated for faculty and staff professional development in order to enhance customer and instructional services to our students.

Annually, the college graduates approximately 800 students who move on to four-year institutions or enter the workforce. Among the graduates, a large number of honor students are recognized during commencement week for maintaining high academic standards. There has been an increased focus on students participating in the Phi Theta Kappa National Honor Society.

In 1998, the college initiated an *Instructional Development Grant* whereby faculty can apply for funds to explore, create, and/or pilot a project related to teaching strategies. Guidelines for the grant will be available in Resource Room.

Sabbaticals are available for faculty wishing to complete credentials or to do research. The AFT contract reflects the commitment to quality education by requiring a master's degree for faculty.

DECISION MAKING

The governance structure has (1) been revised to reflect current organizational structures that work, and (2) refocused structures to capture the tasks necessary to support the mission and purposes of the institution.

To meet the needs of our students and the communities we serve, the administration focused on moving the decision-making processes closer to the students. Site-based management of our five campuses began in June 1996.

SUMMARY

The discussion in Criterion I provides evidence that WCCCD demonstrates continued strength in its mission through clearly and publicly stated purposes. Its planning initiatives, methods of communication both internal and external to the institution, decision-making processes, commitment to academic inquiry and teaching excellence all validate its status as an institution of higher education.

STRENGTHS

- The board has provided strong support for maintaining the "open door" policy and low tuition costs. In response to changes in state law, house Bill 4654, the board of trustees amended its bylaws to expand the authority of the chancellor. In doing so, policies were amended that permit the administration to act in a more expedient manner.

- As noted previously, a community satisfaction survey provided indications of the public's belief that the college is doing a good job and accomplishing its educational goals. Validating these data, the voters of the district voiced their approval by the passage of a permanent millage in 1998.

- The board and administration continue to encourage and provide professional development among the staff and faculty.

- The Campus Forums are mechanisms whereby the chancellor and his executive staff conduct open discussion of all matters that affect the college.

CHALLENGES FOR THE FUTURE

- WCCCD needs to continue to strive to meet the educational needs of this vast geographic region through innovative programs and partnerships. WCCCD does clearly publish the "mission statement," however the purposes need to be articulated in public documents.

- During the past few months, the educational affairs and public affairs offices have been actively engaged in an extensive review of the next catalog and class schedule in order to be consistent with information dissemination. Review sessions have been held with campus provosts, campus assistant deans for instruction, program directors, and others having responsibility for sections in the catalog and brochures. These vehicles need to continue.

CHAPTER FOUR

CRITERION II

The institution has effectively organized the human, financial and physical resources necessary to accomplish its purpose.

GOVERNANCE AND ADMINISTRATION

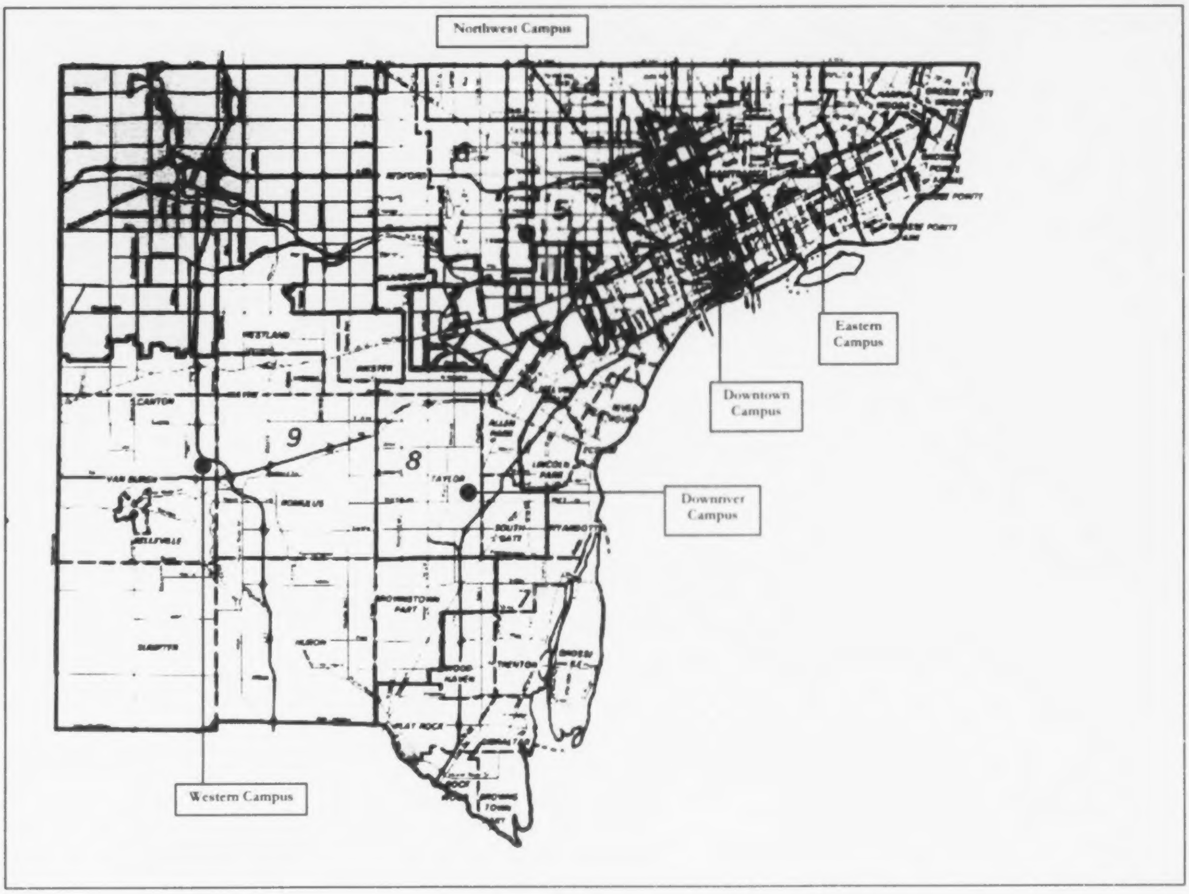
INTRODUCTION

Criterion II requires that the institution organize human, financial and physical resources to accomplish its mission. Governance determines whether the resources are formed into an orderly infrastructure to guide the development and implementation of administrative policies and procedures. In assuring efficacy, it also allows for input from the institution's constituent groups. The constituent groups include personnel, students, and the communities served. This chapter describes the governance structure as it relates to the criterion.

PORTRAIT OF THE SERVICE DISTRICT

The service district of Wayne County Community College District consists of 554 square miles. The district includes the largest city in Michigan, Detroit, the Downriver communities extending from River Rouge to Brownstown, and the western suburban areas of as far west as Van Buren Township and as far north as Redford. It excludes the community college districts of Highland Park, Henry Ford, and Schoolcraft (see figure 3). The region is geographically diverse including a large metropolitan area, affluent suburbs, solid middle class communities, and small rural towns.

Figure 3: District map, showing trustee districts and service areas.


Northwest Campus
Eastern Campus
Downtown Campus
Downriver Campus
Western Campus
5
9
8
4
7
REDFORD
WESTLAND
INKSTER
CANTON
VAN BUREN
ROMULUS
BELLEVILLE
TAYLOR
ALLEN PARK
LINCOLN PARK
SOUTH GATE
WYANDOTTE
BROWNSTOWN TWP
HURON
SUMPTER
WOODHAVEN
TRENTON
GROSSE ILE
FLAT ROCK
GIBRALTAR
ROCKWOOD
BROWNSTOWN TWP

BEST COPY AVAILABLE

BOARD OF TRUSTEES

Wayne County Community College District was originally formed with a seven-member board of trustees. This was increased by state statute to nine members in 1984. Each elected board member served a four-year term. The potential for instability inherent in this arrangement was addressed by the State of Michigan legislature in 1992, when a statute was amended to provide for staggered six-year terms.

Wayne County Community College District's board members reflect the diversity of the service district. The average length of service for members of the board is approximately 8 years. They are elected from nine districts within the County of Wayne. As of January 1, 1999, the greatest cumulative years of service by any member was slightly over 25 years, while the least senior member was appointed in May 1999 to complete the term of a retiring member.

The Wayne County Community College District trustees have considerable educational, professional and community-based leadership experiences. All members have some post-secondary education, seven having earned bachelor's degrees and two hold master's degrees. One has received several graduate fellowships and a scholarship, and others have participated in leadership programs. Another has taught at the college level and several have had experiences with a variety of public agencies, including city government, public safety and a national union. Experience in the private sector includes financial planning and operation of a successful family business. Several have been invited to be presenters at various conferences. Civic and social involvement is also evident. Members are volunteers in agencies such as the YMCA, New Detroit, and labor unions. Additionally, they have also served various advisory committees, church groups, and professional associations. These community contacts continue to be assets to the college.

The Wayne County Community College District's trustees' role is to provide policy leadership for the college. Given its authority under the Community College Act of 1966, the board provides "ultimate authority for the wellbeing and effectiveness of a community college" as "held by the college's board of trustees." The act designates that the board of trustees "serves as a surrogate for the general public and carries out the role of overseeing administrative and faculty undertakings."

The Michigan Community College Act of 1966 was amended in 1997 (Public Act 135; Community College Act Amendment). The result was a new interpretation of the prior restriction of the power of the board to those specifically enumerated in the Act. In addition, its provisions regarding the authority that may be granted to the college's chancellor or administrator by the board had been previously perceived narrowly (House Bill 4654 as introduced).

The Public Act 135, Community College Act Amendment, was an expansion of Public Act 289 of 1995 (enrolled as Senate Bill 679) and gave expanded authority to community college boards.

The amendment gives colleges flexibility in several areas and enhances local control. As it relates to Criterion II, the change in Public Act 135, Section 103 (2) grants the community colleges power:

- "…implied by or incident to any of its powers expressly stated in this act and…incidental or appropriate to the performance of any function related to operation of the community college district in the interest of educational and other programs and services offered by the community college district."
- to not limit education to a specific level such as "post secondary";
- to add programs and services to education, which broadens the interest to which the college board can exercise general powers;
- to change the qualifications for the chief executive officers; and
- to require the election of a vice chairperson of the board of trustees.

The powers of the district and board were also expanded to provide community college boards of trustees power to enter into installment contracts for the purchase of real or personal property.

Lastly, the bill replaced the term administrator or director with the term "chief executive officer". The minimum educational requirements for chief executive officers changed from a bachelor's degree and a teaching certificate or the equivalent, or an earned doctorate degree, to a bachelor's degree from an accredited college or university (Bill 4656 as introduced).

The current board is also "governed by all applicable provisions of state and federal law and by the rules and regulations set forth in the Wayne County Community College District by-laws," which were amended in 1998. The by-laws, which relate to Criterion II are:

- *Authority, duties and liabilities* (Article II, Section 1)
- *Relationship to the chancellor of the college* (Article II, Section 2)
- *Power to appoint other officers and agents* (Article II, Section 6)
- *Power to fill vacancies* (Article II, Section 7)
- *Power to appoint committees* (Article II, Section 8)
- *Power to require bonds* (Article II, Section 9)

- *Receipt of compensation and expenses* (Article II, section 10)

The bylaws determine policy related to the employment of personnel (Article VI), *Professional Conduct* and *Code of Ethics* (Article VII), and *Amendments of the Bylaws* (Article VIII).

The authority, duties, and liabilities of fiduciary responsibility of the board include the establishment, maintenance, management, and promotion of the continuation of the college. Specific policies on governance formulation of board policies and procedures and their enforcement are detailed in the *Policy Manual.* (Resource Room)

In addition, board members are expected to participate in educational activities that enhance their ability to govern effectively as community college trustees and to articulate to the community the many ways the college services the community.

The board meets on a bimonthly basis. The meetings, in adherence to public law, are open and minutes are published. There has been an amendment on adherence to the by-law in Article III, which indicates a subjugation "to the provisions of applicable statutes, all organization, regular an special meetings of the Board..." as public meetings (Division I, 1.4.1). In addition, the policy on organizational meeting (1.4.2) has been amended to assure compliance with legal statutes and maintain communication with constituents. The meetings include the standing committees, the Educational Affairs Committee, the Finance/Personnel/Facilities Committee, the Committee on Board Policies, and the Audit Committee. The general meetings are also subject to this regulation.

AUDITS

External

Since 1991, the college has hired the firm of Gregory Terrell and Company, Certified Public Accountants, to conduct audits for the financial area and financial aid. The June 30, 1999 audited financial statements will be submitted to the board in November. In the June 30, 1998 report, there were seven findings which had to do with process issues. The status of prior years' audit findings demonstrated the college was making progress in resolving previous issues. (Resource Room: audit reports)

Internal

The college has an internal auditor who reports to the Executive Committee of the board of trustees. The Executive Committee is comprised of the board of trustees' chairperson, vice chairperson, secretary, and treasurer. The internal auditor is a member of the WCCCD Audit Standing Committee and Board Policies Committee.

The internal auditor maintains and updates the audit universe and internal audit plan. The auditor is also responsible to follow-up on responses to the external audit management letters and monitors open audit recommendations until satisfactorily resolved. The planned audits for 1999 are administrative services, investments, and legal expenses. (Resource Room: internal audit reports)

GOVERNANCE

To provide for the participation of faculty, staff, and students in the formulation, implementation, and review of the college's mission, goals, and policies, Wayne County Community College District has developed a district-wide *Governance Plan.* This participation is compatible with the scope of agreement (Article III) covered in collective bargaining contracts.

There are six formal committee structures established to provide a mechanism for dialogue, and communication that can affect change. Each committee has functions, a reporting structure, identified membership, and a schedule for meetings. The district standing committee is a group of committees to address the service and educational areas common to the district.

In our strong labor union environment, the college seeks to incorporate union representation in governance through member participation. Recognizing that contractual issues are resolved through an established union protocol, the governance structure allows for issues not bound by contract to be discussed in an open forum. It is through participation and dialogue that committed members of this college community can thrive in a healthy teaching and learning environment. A brief summary of the major components follows below. (*Governance Handbook*, Appendix B)

The **Chancellor's Cabinet** is the primary advisory body to the chancellor. It is a vehicle to

- support the chancellor in the development and revision of policies, procedures and goals the board wishes the district to meet;
- provide oversight of all district activities to maintain compliance with policies and procedures internally and externally;
- serve as the final decision making body as it relates to the management of the district.

The **Administrative Council** is the primary operational council of the district. This council reports to the chancellor and is a vehicle to

- provide leadership in all areas related to academic policy, curriculum, and student assessment;
- coordinate faculty development activities;
- provide leadership in accreditations.

The **Provosts' Council** is the site-based leadership level and operational body of the college. It is a vehicle to

- provide consistency of campus service;
- respond to community/corporate needs;
- make policy recommendations for the efficient operation of each campus;
- provide an effective teaching/learning environment;
- maintain/update physical facility;
- provide leadership for campus activity.

The **College Council** is a revised vehicle for shared governance among the various constituencies of the district. This can be accomplished through the following functions:

- develop policy recommendations that ensure quality education in a safe working and learning environment;
- be a proactive democratic forum for communication through which issues of importance to employees and students of the district may be openly discussed or debated;
- serve as an advisory body to the administration.

The **District Council on Planning, Assessment, and Accreditation** integrates the functions necessary for strategic planning, student assessment and continuing accreditation. This council accomplishes this through the following functions:

- ensure a systematic ongoing approach to these vital areas;
- improve communication throughout the college community;
- support efforts in securing grants;
- provide information relevant to changes or trends.

The **District Standing Committees** are eight committees that oversee service/educational areas common to the district. The committees are: Business Manager's Committee, Campus Assistant Deans of Instruction Committee, Curriculum Committee, Ceremonies and Rituals Committee, District Student Government Association Committee, Enrollment Management and Student Services Committee, Library and Learning Resources Committee, and Technology Committee. (See Appendix B for functions, membership, etc.)

The movement to articulate a comprehensive governance model began in 1997. Previous attempts to provide for continuity in governance were interrupted for various reasons. The most significant reason for the collapse was the lack of participation on all levels by faculty, staff, and administrators, except for the administrative committees, the Curriculum Committee, and the Ceremonies and Rituals Committee. A regular meeting schedule collapsed with the discontinuance of the College Council in 1996 under Dr. Turner. Even though faculty and staff approved the College Council, in March 1992, as a legitimate voice in the administration of the college, it failed to keep faculty involved. A second problem for continuity existed with one-person departments or initiatives. Without a mechanism to involve more than the primary person, the initiative was put on hold, forgotten, or given a different direction when the primary person left.

The revised College Council and governance model was put together with representatives of all three labor unions at the college. The model took components of the College Council that worked, components that evolved over time, components that needed enhancement or formalization, and areas that needed representation to form the basis for the updated model.

The model will be fully implemented with the initial meeting of the College Council, district Council on Planning, Assessment and Accreditation, and the district Student Government Association Committee, in fall 1999. The new vice-chancellor for educational affairs will be charged with initiating the first meetings.

UNION PARTICIPATION

The Office of the Chancellor is responsible for labor relations through the executive assistant to the chancellor. WCCCD has three collective bargaining unions. The American Federation of Teachers (AFT) the United Auto Workers (UAW), and the Professional and Administrative Association (P&AA).

The AFT Local 2000 represents 114 full-time and 300 part-time instructors and 8 counselors. The 1996-1999 contract will expire December 31, 1999. The present contract has a wage re-opener provision, which was successfully negotiated during 1999.

The P&AA Local 4467 represents 241 full-time and part-time middle management personnel. The contract expired June 30, 1998. These employees are dedicated to the district, but some have become disaffected by initial contract negotiations.

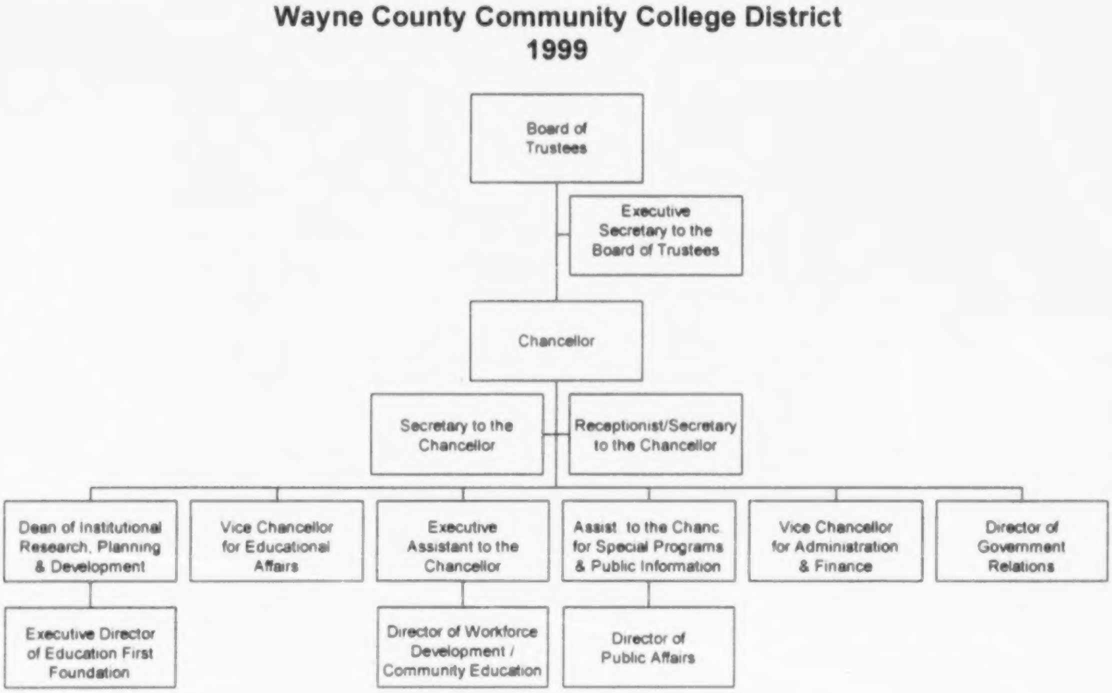
The UAW Local 1796 represents 135 clerical and support staff employees. The union has a negotiated contract that expires July 1, 2001.

In general, relations between the college and the union bargaining units, which represent the various employee groups, have improved in recent years except for the recent contract negotiations with the P&AA. Copies of all union contracts are available in the Resource Room.

ORGANIZATIONAL STRUCTURE

Wayne County Community College District's organizational structure reflects the district's focus on participatory governance, shared responsibility, open communication, and collaboration.

Figure 4: District organizational structure, 1999.


Wayne County Community College District
1999
Board of Trustees
Executive Secretary to the Board of Trustees
Chancellor
Secretary to the Chancellor
Receptionist/Secretary to the Chancellor
Dean of Institutional Research, Planning & Development
Vice Chancellor for Educational Affairs
Executive Assistant to the Chancellor
Assist. to the Chanc. for Special Programs & Public Information
Vice Chancellor for Administration & Finance
Director of Government Relations
Executive Director of Education First Foundation
Director of Workforce Development / Community Education
Director of Public Affairs

OFFICE OF THE CHANCELLOR

On September 1, 1995, the Wayne County Community College District Board of Trustees appointed Dr. Curtis L. Ivery president and granted him "all rights, privileges, duties and responsibilities in adherence to the Michigan Community College Act." Dr. Ivery followed Dr. Rafaela Cortada, who resigned in 1994, and Dr. Richard Turner, who was interim president during part of 1994 and 1995.

At the May 26, 1999 board of trustees meeting, the name of "president" was changed to "chancellor," and a new employment contract for Dr. Ivery was enacted with renewal options through August 31, 2004.

The organizational structure within the Wayne County Community College District consists of the Office of the Chancellor, the Office of Educational Affairs and the Office of Administration and Finance. In addition, the chancellor, as a mechanism for dialogue, development and implementation of administrative efficacy in the delivery of services, has an assistant for special programs and public information, an executive assistant, the dean of institutional research, planning and development, and director of government relations reporting to him.

The **dean of institutional research, planning and development** is the administrator responsible for (1) collecting and processing institutional data and reporting the data internally and externally; (2) institutional effectiveness, exclusive of student outcomes assessment; and (3) development of initiatives to complement the direction of the college. Under the scope of development, the dean coordinates the efforts of the Education First Foundation. Additionally, he is the liaison in the development of the casino-training program.

The **executive assistant to the chancellor** is responsible for the area of workforce development/community education. The director's position for this area is vacant. The executive assistant will work with the new director to reorganize this area to effectively deliver our current commitments and allow for growth and addition of personnel as needed. The executive assistant serves as a liaison in labor relations.

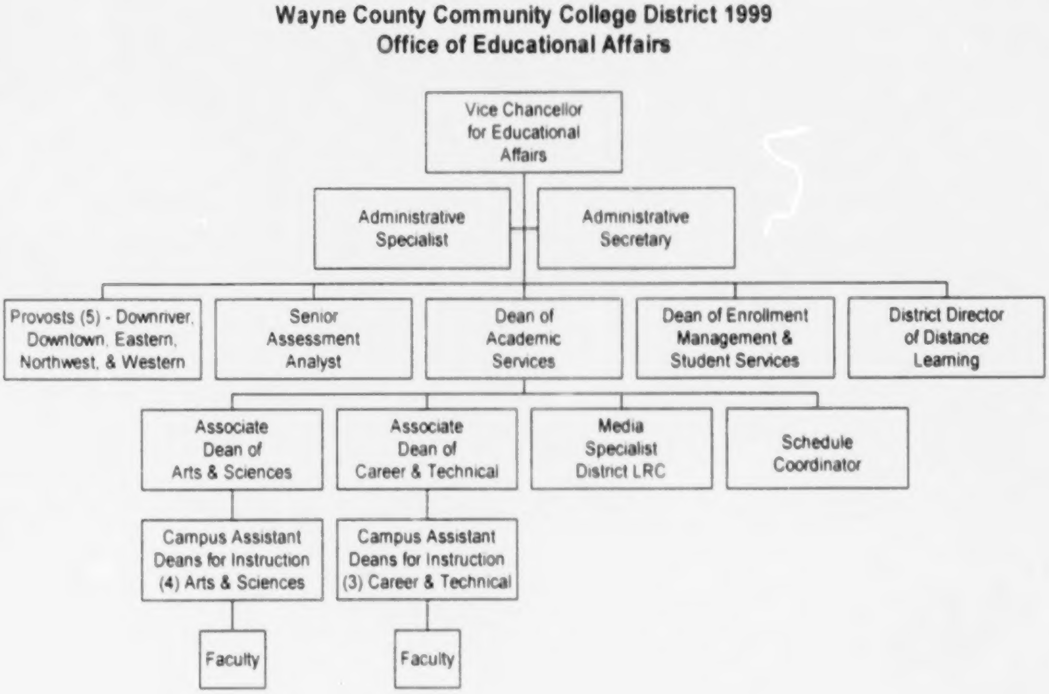
The **assistant to the chancellor for special programs and public information** is responsible for the Office of Public Affairs. The director's position for this area was filled in June 1999. The assistant also serves as a liaison to the community.

The **government relations director** networks with national, state, and local representatives to promote, and support the mission of the college. The director is very active with the Detroit religious community as well as various community groups.

OFFICE OF EDUCATIONAL AFFAIRS

Educational affairs is responsible for delivering to the five campuses services to accommodate the needs of students at all locations. Reorganization occurred and was approved by the board of trustees in 1996.

Figure 5: Organizational structure of the educational affairs office, 1999.


Wayne County Community College District 1999
Office of Educational Affairs
Vice Chancellor for Educational Affairs
Administrative Specialist
Administrative Secretary
Provosts (5) - Downriver, Downtown, Eastern, Northwest, & Western
Senior Assessment Analyst
Dean of Academic Services
Dean of Enrollment Management & Student Services
District Director of Distance Learning
Associate Dean of Arts & Sciences
Associate Dean of Career & Technical
Media Specialist District LRC
Schedule Coordinator
Campus Assistant Deans for Instruction (4) Arts & Sciences
Campus Assistant Deans for Instruction (3) Career & Technical
Faculty
Faculty

The **vice chancellor for educational affairs** is supported by the administrative specialist, the administrative secretary, the **dean of academic services** and the **dean of enrollment management and student services**. These last two positions are reconfigurations from assistant to the vice chancellor and dean of student services. Each of these deans is responsible for the administration of several departments and programs. Along with the two deans, there are five **provosts** who report directly to the vice chancellor for educational affairs. Each provost serves as the senior administrator for one of the regional campuses. Their responsibilities include the logistical planning and administration of campus functions and on-site supervision.

The **provosts,** in the provision of leadership, have direct supervisory responsibilities to ensure excellence in the delivery of services. The reporting structures vary on each campus but include those who report directly to the provost and those who have dual reporting structures or responsibilities. (See *Campus Organizational Charts.*)

Dual reporting is limited to the assistant registrar, counselors, financial aid coordinators, campus assistant deans for instruction, and the academic support coordinator.

The **Office of Academic Services** is an administrative unit that supports program and curriculum development throughout the district. This includes consistency in the learning resource centers (LRC) and the scheduling of classes through the associate deans and the **campus assistant deans for instruction (CADI's)**. Academic services supports the college's mission through its 68 state-approved programs, class and service offerings toward graduation, and employment and skill enhancement.

The **associate dean of arts & sciences** oversees the services provided to the campus through the campus assistant deans for instruction. The CADI for the social sciences is temporarily assigned to the humanities as well. There will be some reconfiguration that would support another CADI in the realigned areas. The CADI for life and physical sciences oversees eight disciplines, and the CADI for human and community development is responsible for thirteen disciplines district-wide. **Program directors** report to the appropriate CADI.

The **associate dean of career and technical programs** oversees the services provided to the campus through the CADI's in the career and technical areas. The CADI for information systems is responsible for six disciplines. The CADI for electrical/electronics oversees nine programs and seventeen disciplines. The Allied health CADI is a vacant position covering fifteen disciplines. The director of nursing reports to the associate dean. All other program directors report to the appropriate CADI.

The CADI's meet biweekly to discuss procedures for the evaluation of instruction, make recommendations to improve academic quality, class scheduling and related duties. Because nursing is the largest health program, the director of nursing functions separate from other program directors. The director of nursing meets with the CADI's.

Faculty meetings are also conducted on regular basis. The purposes of these meetings vary based upon the needs of the disciplines. They do, however, act to communicate changes in college procedures and provide a conduit for faculty participation in curricula changes, student relations, faculty assisting, program marketing, and student assessment.

Advisory committees have also been organized for vocational and technical education. The CADI's have responsibility for their academic clusters in the recruitment and oversight of these committees. Currently there is one joint committee for the electrical/manufacturing area, one for the computer, business and office information systems area, six committees for the area of human and community development, eight for allied health, one for nursing, and three for life and physical sciences. The purposes of these committees are to provide knowledge of the industry or discipline to upgrade the curriculum, provide support in the recommendation and development of employment opportunities and grants, and, in some cases, program marketing and development of articulation agreements and programs. Individuals serving on advisory committees consist of employers, community representatives, students, former students, and senior college and university personnel.

The mission of the **Office of Enrollment Management and Student Services (OEMSS)** is to recruit, retain and assist students. The unit provides student and staff with information on admission, program offerings, testing and orientation, international student exchange regulations, academic support services, student activities, career counseling, and veterans services.

Central coordination of the following areas is provided through OEMSS.

- Admissions
- Records and registration
- Student activities
- Career planning and placement
- Health and wellness
- International students
- Academic support services
    - Multi Learning Labs — tutoring
    - *ACCESS* — Access College Careers and Education Support Services
    - Transfer program
    - At-risk program
- Counseling
- Veterans affairs

The dean of OEMSS is charged with the collection and maintenance of student records data. Current reports will be available in the Resource Room.

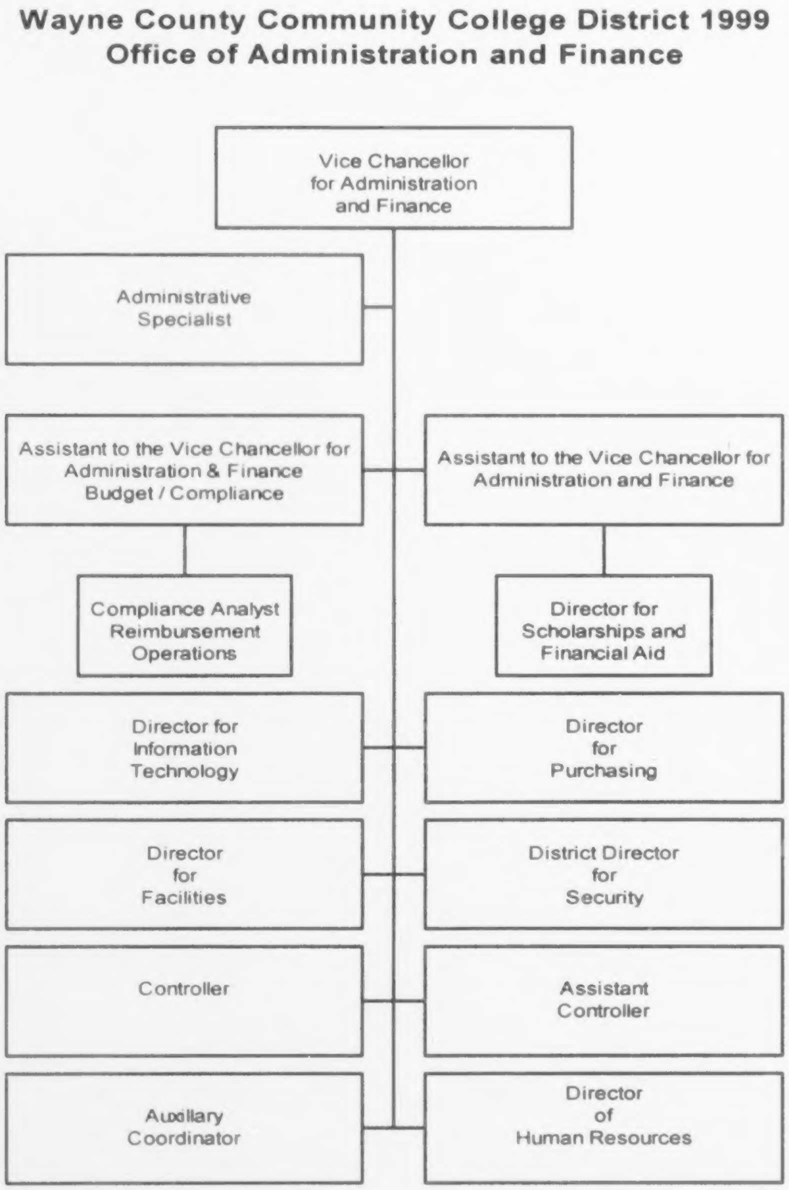
The **Office of Distance Learning** (formerly Instructional Telecommunications) was established in 1997 to meet the needs of faculty and students participating in the district's telecourse offerings — the first distance learning methodology introduced at the district. Distance learning has established goals and objectives to support the district's board of trustees' policy on distance learning adopted in March 1996.

The **senior assessment analyst** provides support to WCCCD's on-going *Assessment Initiative* by providing leadership, content expertise, and staff support to committee activities. This office provides research and data analysis to broaden the scope of the adopted "Plan for the Assessment of Student Academic Achievement" and to disseminate findings within the college to enhance student learning.

OFFICE OF ADMINISTRATION AND FINANCE

The current structure of administration and finance is reflected in the following organizational chart.

Figure 6: Organizational structure of administration and finance, 1999.


Wayne County Community College District 1999
Office of Administration and Finance
Vice Chancellor for Administration and Finance
Administrative Specialist
Assistant to the Vice Chancellor for Administration & Finance Budget / Compliance
Assistant to the Vice Chancellor for Administration and Finance
Compliance Analyst Reimbursement Operations
Director for Scholarships and Financial Aid
Director for Information Technology
Director for Purchasing
Director for Facilities
District Director for Security
Controller
Assistant Controller
Auxiliary Coordinator
Director of Human Resources

The **assistant to the vice chancellor for administration and finance/budget compliance** is a new position to support strategic planning and its application to the budget process. The assistant also oversees the newly created reimbursement operations center. This center was created to support the changes recommended by KPMG Peat-Marwick in reorganizing the functions of financial aid.

The **assistant to the vice chancellor for administration and finance** works closely with the **financial aid director** to refine services to students related to the restructuring of financial aid.

The **director of human resources** is a new appointment (May 1999). This position has had four changes since 1992. The challenge in this area will be the development of a current procedures manual where all of the standards are reduced to procedure and all of the procedures are defined and published. The Office of Human Resources staff includes an administrative specialist, an equal employment opportunity coordinator, a personnel specialist, a central timekeeper/payroll specialist, and a benefits specialist.

The **director of information technology** (IT) supervises the manager of application systems, a production control supervisor, and three programmers who address issues in the student system, the finance system, and the financial aid area.

The **director of purchasing** is responsible for three buyers and the newly created athletic department. The team coaches report to the director.

The **director of security** is a new position. The need to develop a prepared and responsive security system initiated this position. This was a result of inconsistent contracted security coverage at the campuses. It is being implemented incrementally with college staff in place at the Downtown and Northwest Campuses. Contracted services are still employed at Eastern, Downriver, and Western.

The **controller** supervises payroll, accounts payable, accounting, general ledger, and accounts receivable. The campus **business managers** work closely with the controller.

The **director of facilities** oversees all physical facilities for the college. This includes all five campuses and the central administration building.

SUMMARY

GOVERNANCE AND ADMINISTRATION

Recently, the board experienced change in membership due to elections and the retirement of the chair. The stewardship of the college was maintained by an orderly transition consistent with present procedures.

The mechanism for governance is clearly articulated in the revised *Governance Handbook.* (Appendix B) This model was the result of planned and evolutionary change. Input was sought from all three unions in the restructuring of the College Council. This is viewed as a key committee to support communication and dialogue across all segments of employees and all five campuses.

The organizational structure represents the move to site based management. The reporting structure limits dual reporting. It is operational in those areas that are crucial to delivery of quality education and services. The campus reporting structure varies somewhat on each campus; however, reporting is articulated clearly through the individual campus organizational charts.

The institution has experienced stability in leadership with the chancellor's contract renegotiated until the year 2004. In May 1999, the vice president for educational affairs left the position to assume the presidency of a college in upstate New York. After an internal/external search, an appointment was made to the position of vice chancellor for educational affairs.

The vice chancellor for administration and finance has been with the institution for three years. Staff in this area have been added and/or reassigned to meet the needs of the technological changes. These changes include the movement to a paper-free system and an improved process for integrating the strategic planning process.

STRENGTHS

1. Board members and administrators attend regional, state, and national meetings pertaining to their roles. Some hold offices on external committees.
2. Board transition has been orderly and in keeping with the goal of maintaining excellent leadership for the college.
3. A pattern of consistent leadership has been established through a renegotiated contract for the chancellor.

4. The revised governance model demonstrates a cooperative effort for shared participation.
5. Avenues for communication are present.
6. The reporting structure is clearly articulated.

CHALLENGES FOR THE FUTURE

1. The college must continue to support the transition to site-based management.
2. The college must fill vacant positions in a timely manner. Some positions have been vacant for over a year, e.g., registrar, CADI for allied health, and director of workforce development.
3. Implementation of the College Council needs to include the full participation by all college constituents.
4. The college must continue efforts to improve communication, especially with part-time faculty.

CHAPTER FIVE

HUMAN RESOURCES

The faculty and staff of Wayne County Community College District are important human resources necessary to carry out the mission of the institution. The college is justly proud of the diversity, educational qualifications, and dedication of its faculty and staff.

ADMINISTRATIVE STAFF

The administrative staff of the college consists of two distinct groups — the exempt administrative staff and a unionized group called the Professional and Administrative Association (P&AA).

EXEMPT STAFF

The exempt staff includes all senior administrative positions. It includes the chancellor, the vice chancellors, the provosts, the deans, associate deans, and assistants to the chancellor and vice chancellors. Since 1995, the college has replaced and reorganized most of its senior administrative staff and brought in new personnel who have held numerous senior-level positions at other institutions. Of the twenty-two senior level staff members, fifteen have over twenty years experience in higher education. The staff is racially diverse. Eleven members of the exempt staff hold earned doctorate degrees. This combination of experience and academic credentials has proven to be beneficial to the college under the leadership of Chancellor Ivery.

PROFESSIONAL AND ADMINISTRATIVE ASSOCIATION (P&AA)

The P&AA staff consists of the middle and lower management positions. They range from tutors to the director of the information technology department. There are some 241 full-time and part-time positions as of 1998-1999. Salaries range between $16,785 and $75,000, with an average salary of $40,000-$49,000. The union is racially and ethnically diverse. Nearly 64 percent of the membership is African-American. Men make up 36 percent of this professional staff, women 64 percent. Members of the P&AA are well educated — 40 percent of the membership hold bachelor's degrees and 6 percent hold master's degrees. The average tenure of a P&AA member is between 15 and 20 years.

The P&AA contract ended June 30, 1998, and a new contract has not been negotiated.

Figure 7: Summary of exempt administrative and support staff by race, gender, and type of degree, 1998-99.

Wayne County Community College District

	African-American		Caucasian		Other		Total		
Degree	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Total**
No Degree	1	1	4	3	0	3	5	7	**12**
Associate's	1	4	0	0	0	0	1	4	**5**
Bachelor's	4	3	0	2	1	0	5	5	**10**
Master's	1	6	2	0	0	0	3	6	**9**
Doctorate	1	4	1	2	1	0	3	6	**9**
Totals	**8**	**18**	**7**	**7**	**2**	**3**	**17**	**28**	**45**

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

Figure 8: Salary ranges of exempt staff, 1998-99.

Wayne County Community College District

Salary Range	Grade Level	Total Staff	Percent of Total
Per contract	E-10	1	1%
$87,000-$109,000	E-20	3	7
$79,000-$99,000	E-30	10	23
$69,000-$86,000	E-40	10	23
$61,000-$75,000	E-50	5	12
$52,000,$65,000	E-60	4	8
$44,000-$55,300	E-65	5	12
$32,000-$40,100	E-75	6	14

Average Exempt salary: $61,498 (excluding the chancellor's salary)

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

Figure 9: Summary of P&AA staff by race, gender and type of degree, 1998-99.

Wayne County Community College District

	African-American		Caucasian		Other		Total		
Degree	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Total**
No Degree	20	43	19	20	0	0	39	63	**102**
Associate's	19	36	16	17	3	4	38	57	**95**
Bachelor's	8	15	4	1	0	1	12	17	**29**
Master's	3	2	5	1	0	9	8	3	**11**
Doctorate	1	2	1	1	0	0	2	3	**5**
Totals	**51**	**98**	**45**	**40**	**3**	**14**	**99**	**143**	**242**

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

Figure 10: Salary ranges of professional and administrative (P&AA) staff, 1998-99.

Wayne County Community College District

Salary Range	Grade Level	Total Staff	Percent of Total
$24,985-$30,521	A-1	0	0%
$29,419-$34,957	A-2	0	0
$33,853-39,389	A-3	1	1
$38,287-$43,824	A-4	30	29
$42,720-$48,258	A-5	13	12
$45,683-$53,070	B-1	33	31
$50,120-$57,504	B-2	8	8
$54,553-$61,936	B-3	3	3
$58,986-$66,371	B-4	4	4
$63,422-$70,806	B-5	10	10
$67,861-$75,244	B-6	3	3

Average P&AA salary: $50,878

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

Figure 11: Salary ranges of part-time P&AA staff, 1998-99.

Wayne County Community College District

Salary Range	Grade Level	Total Staff	Percent of Total
$8.24-$8.59 per hour	P-1	0	0%
$10.76-11.12 per hour	P-2	106	77
$13.93-$14.28 per hour	P-3	17	12
$17.10-$17.46 per hour	P-4	14	10

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

SUPPORT STAFF (UAW)

The United Auto Workers (UAW) represents the support staff. Of the 135 members represented by the UAW, 75 percent are African-American. Women account for 79 percent of the membership. These staff have either a high school diploma or an associate's degree. The average annual salary for a UAW member is $38,359. The average tenure of a UAW member at the college is between 15 and 20 years.

Figure 12: Summary of UAW staff by race, gender and type of degree, 1998-99.

Wayne County Community College District

	African-American		Caucasian		Other		Total		
Degree	Men	Women	Men	Women	Men	Women	Men	Women	Total
No Degree	0	0	0	0	0	0	0	0	**0**
Associate's	2	7	0	0	0	0	2	7	**9**
Bachelor's	0	1	1	0	0	0	1	1	**2**
Master's	0	1	0	0	0	0	0	1	**1**
Unknown	16	75	7	18	2	5	25	98	**123**
Totals	**18**	**84**	**8**	**18**	**2**	**5**	**28**	**107**	**135**

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

Figure 13: Salary ranges of support staff (UAW), 1998-99.

Wayne County Community College District

Salary Range	Grade Level	Total Staff	Percent of Total
$34,487-$35,524	G-1	0	0%
$34,819-$35,897	G-2	0	0
$35,151-$36,291	G-3	0	0
$35,483-$36,872	G-4	30	22
$35,856-$37,328	G-5	17	13
$36,250-$37,950	G-6	6	4
$36,665-$38,531	G-7	14	10
$37,100-$39,070	G-8	11	8
$37,536-$39,609	G-9	46	34
$38,013-$40,190	G-10	3	2
$38,490-$40,771	G-11	8	5

Average UAW salary: $38,389

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

FACULTY (AFT)

The faculty of Wayne County Community College District, represented by AFT Local 2000, assumes primary responsibility for carrying out the institution's main function of teaching and providing the context for student learning. The faculty is a rich aggregate of well-educated, professionally-active, and socially-responsible individuals committed to carrying out the goals and objectives set forth in the college's mission statement. Faculty are responsible for the curriculum and are involved in and committed to student assessment.

The college currently employs 114 full-time and more than 300 part-time instructors. The actual number of part-time instructors on payroll varies decidedly from semester to semester according to enrollment patterns.

The college, by board policy and collective bargaining provisions, is committed to retaining a faculty that is sensitive to and representative of the community it serves. The faculty is racially diverse. Fifty percent of the full-time faculty are African-Americans. The faculty is balanced by gender. Women comprise 56 percent of the full-time faculty, with the largest concentration in arts and sciences and allied health. Of seven full-time faculty in vocational technical education, three are male and four are female. Of eight counselors, four are male and four are female. The two full-time librarians are female.

The full-time faculty are well educated. One-third hold earned doctorates, while two-thirds have completed substantially more graduate credits than the minimum requirement needed for a master's degree. Faculty are compensated on a pay scale that reflects their education.

Figure 14: Summary of full-time faculty (AFT) by race, gender and type of degree, 1998-99.

Wayne County Community College District

	African-American		Caucasian		Other		Total		
Degree	Men	Women	Men	Women	Men	Women	Men	Women	Total
Bachelor's	1	4	2	0	0	0	3	4	**7**
Master's	3	9	0	7	0	0	3	16	**19**
Master's +30	7	12	13	11	0	2	20	25	**45**
Doctorate	12	9	12	9	0	1	24	19	**43**
Totals	**23**	**34**	**27**	**27**	**0**	**3**	**50**	**64**	**114**

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

The faculty are experienced. More than two thirds of the full-time faculty have taught at the college for more than 16 years.

Faculty credentials for employment are articulated in the AFT contract. The majority of full-time teaching faculty (78.4 percent) teach in arts and sciences, where the majority of students (85.3 percent) are enrolled; 16.4 percent teach in career and technical education programs; and 5.2 percent in the allied health disciplines and programs.

Figure 15: Full-time faculty (AFT) salary ranges, 1998-99.

Wayne County Community College District

Salary Range	Degree Level	Total Faculty	Percent of Total
$35,119-$44,366	Bachelor's	7	6%
$36,572-$46,003	Master's	19	17
$40,097-$53,702	Master's +30	45	39
$44,202-$61,916	Doctorate	43	38

Average full-time faculty (AFT) salary: $54,654

Source documents: Wayne County Community College Report No. HRRE3 <1.03>, Employee Demographics by Employee Class, 03/22/99.

Faculty Assignments

Each full-time faculty member is assigned to one of the five district campuses according to program needs and concerns regarding campus diversity. The mutual objective of both the college and the union has been to achieve no less than 40 percent and no more than 60 percent of any one race or sex assigned to one campus. The distribution of full-time faculty at each campus is congruent with enrollment. The Downtown Campus has the largest number of faculty (32 percent); the Northwest Campus has 27 percent; Downriver has 22 percent; the Eastern Campus 17 percent; and the Western Campus 2.0 percent. Typical faculty duties include lecture, labs, demonstrations, professional development, committee work, academic assisting, and mentoring.

Working Conditions

The teaching assignment for full-time instructors is typically 15 credit hours for each of the two semesters. Career and technical education instructors are required to work 18 credit hours per week. All full-time instructors must additionally maintain five scheduled conference hours per week during which they provide academic assisting for students.

Librarians, who are members of the AFT, work 30 hours per week for 38 weeks within a 10-month academic year. Like librarians, full-time counselors work 30 hours per week, but for 40 non-consecutive weeks according to the needs of the college and their campuses.

The human resources department reviews each prospective full-time or part-time faculty member upon initial employment to verify that the prospective faculty member meets the educational and experience requirements of the college. The CADI's review the credentials and certify faculty to teach courses in their areas of expertise. (See the AFT *Master Agreement* in the Resource Room.)

Discipline Interaction

One important clause in the AFT contract mandates biannual meetings of all faculty. These are typically daylong gatherings that start with a keynote speaker and continue with discipline meetings, which allow for discussion of issues relating to teaching/learning and new initiatives in policy and curriculum. These large gatherings enable coordination of academic activities and improve communication among faculty separated by the multi-campus structure.

A Measure of Dedication

A portrait of the college's faculty would be incomplete if it relied merely on statistics and contract provisions. Many current faculty were pioneers in the early history of the college, when members of Detroit's academic community were called upon to teach classes at "store-front" sites around the county. Today, a quarter of a century later, WCCCD faculty continue to demonstrate their commitment to their students, to their disciplines, and to institutional life.

Faculty participate in student activities at each of the five campuses. As mentors, faculty offer encouragement and expertise to students who wish to enrich their college experience through extracurricular activities. Faculty-mentored clubs fall into four categories: (1) career-oriented clubs (e.g., Urban Teacher Council, Human Services Club, Entrepreneurs Club, and Electronics Club; (2) social clubs (e.g., Beta Kappa Phi, Lota Phi Lambdu, and Lambda Phi Delta); (3) cultural clubs (e.g.; Chess Club, Hi-Fashion Club, and Music Club); and (4) athletic clubs (e.g., intramural basketball, golfing, volleyball, bowling, and softball). In addition, a number of ad hoc organizations address students' immediate interests (e.g., Kwanza Celebration, Underground Railroad Tour, and Community Crime and Violence Seminar).

Faculty are also committed to the disciplines in which they teach. In a 1998 survey, nine out of ten full-time faculty report holding memberships in professional organizations. Three out of four report having attended at least one conference or workshop in their discipline within the last three years.

Communications

In an effort to improve internal communication and to perpetuate a shared and consistent vision of WCCCD as a multi-campus, community-focused institution, several strategies are employed to facilitate the flow of information.

- Campus *Chancellor Forums* occur at each campus at least once in both the fall and spring semesters. This gives the campus population an opportunity to have open and direct discussions.

- The *Week-End Memo* summaries activities from all major divisions of the institution. This is made available on the campus via the provost and CADI's.

- The college publication, *Campus Connections*, is printed six times a year and widely disseminated.

- The Assessment Steering Committee circulates minutes of each meeting, publishes a periodic newsletter (*Indicators and Measures: Update on Assessment*) and a faculty journal (*Best Practices*), and has established library resources for faculty at each of the campuses.

- The CADI for the social sciences/humanities publishes department news through a periodic newsletter *I.Q. — Inquisitive Missives.*

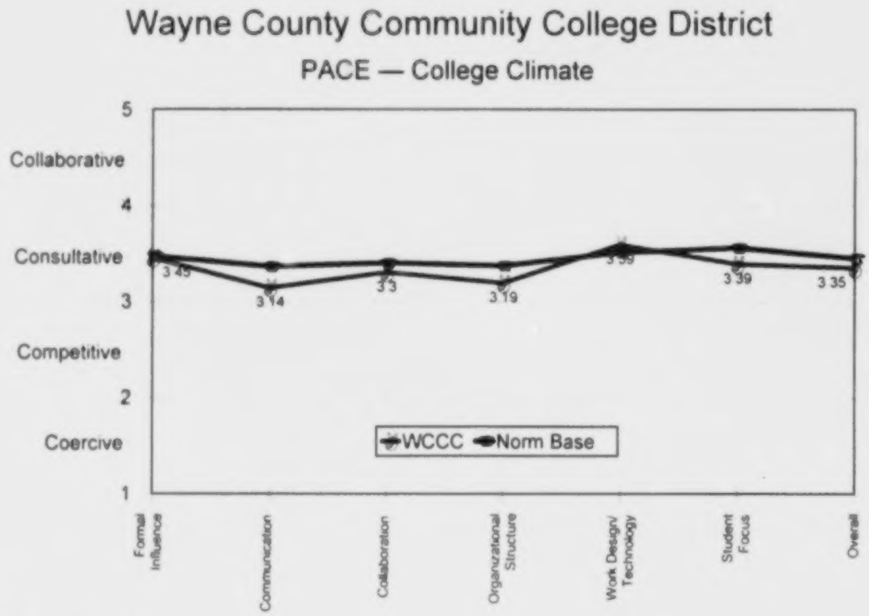
- The college's *Annual Report*, which is also widely disseminated and available at each of the campuses.

Campus Climate: *PACE* Survey

In August and September 1998, the *Personal Assessment of the College Environment (PACE)* survey was administered to all of the 680 full-time and part-time employees at Wayne County Community College District. Of those 680 employees, 316 (46.5 percent) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of WCCCD collaborated to create a survey that would reflect opinions of all personnel throughout the college.

AT WCCCD, the overall results from the *PACE* instrument indicate a healthy campus climate, yielding a 3.35 mean score, or mid-range of the "consultative management system." The technical operations personnel held the most positive perceptions, yielding a mean score of 3.53. The administrative personnel held the lowest perception, yielding a 3.12 mean score of the college environment. The "work design/technology" category received the highest mean score (3.59), whereas the "communication" category received the lowest mean score (3.14). (Resource Room: *PACE* report)

Figure 16: College climate compared to survey norm base, PACE survey, 1998.



Assessment Office 07/99

The National Initiative for Leadership and Institutional Effectiveness (NILIE) *PACE* survey identified six areas of ***excellence*** at Wayne County Community College District. These items come closest to reaching the highest score — the ideal situation — of 4.50 on any item. These items represent institutional strengths.

Figure 17: Climate areas of excellence, PACE survey, 1998.

PACE Areas of Excellence	
The extent to which I feel my job is relevant to this institution's mission	4.40
The extent to which my skills are appropriate for my job	4.38
The extent to which I am responsible for meaningful work	4.35
The extent to which I am given the opportunity to be creative in my work	4.04
The extent to which accuracy is expected of me in my job	4.02
The extent to which my manager expresses confidence in my work	3.85

Similarly, the NILIE report also identified six areas of ***greatest concern***. These were items that, in their aggregate across all employee groups, scored lowest on the *PACE* environment system. These represent challenges for the college.

Figure 18: Climate areas of greatest concern, PACE survey, 1998.

PACE Areas of Greatest Concern	
The extent to which decisions are made at the appropriate level at this institution	2.42
The extent to which this institution is appropriately organized	2.43
The extent to which information is shared within this institution	2.59
The extent to which I am able to appropriately influence the direction of this institution	2.65
The extent to which a spirit of cooperation exists at this institution	2.67
The extent to which I have the opportunity for advancement within this institution	2.75

SUMMARY

HUMAN RESOURCES

The exempt staff, the members of the P&AA, AFT, and UAW make up the human resources of the college to serve a diverse student population.

Reorganization and site-based management have the human resources organized to bring service to the campus level. In some instances this has created a shortage of highly qualified persons at each campus. A comprehensive staff development program is underway for the district.

Full time AFT numbers have declined from a high of 154 in 1992 to 114 in 1999. This includes the retirement of teachers and counselors, early retirement buyouts, extended sick leaves, and death. Teaching faculty positions are the priority and eight positions will be filled in the 1999-2000 year. This includes three positions in nursing in which faculty retired.

STRENGTHS

1. Teaching faculty are being hired to meet the program needs in particular disciplines. Appointments are being reviewed based on number of students and number of sections in each discipline.

2. Staff training to function more effectively on the campuses is ongoing. A list of such activities will be available in the resource room.

3. Implementation of an *Instructional Developmental Grant* to foster new and improved teaching/learning strategies was initiated in the fall of 1997. Faculty can apply for this grant which is fundable in increments up to a total $25,000 per year.

4. A leadership program for P&AA and UAW employees supports advanced education through a program offered by Sienna Heights College.

CHALLENGES FOR THE FUTURE

1. The college needs to continue to assess needs in the hiring of full-time qualified faculty through appropriate search procedures.

2. The college needs to reengineer processes that will more effectively address hiring personnel and academic adjunct contracts.

3. The college needs to upgrade to the new human resources enhancement integrated system.

CHAPTER SIX

FINANCIAL RESOURCES

This section is designed to provide assurance that the financial resources of WCCCD have been examined and assessed and that these resources are managed in a manner that maximizes the college's ability to meet the tenets of its mission. An analysis of the revenue funding sources and expenditure allocations allows the college to review its financial resources and to identify strengths and challenges it will face in the future.

To build the fiscal 2000 budget, a process was developed that would involve input from all department managers. A base budget allocation was derived based on historical spending trends and current budget levels. Each department manager was given the opportunity to request additional funding by making a presentation to a selected budget committee.

This budget committee consisted of individuals from academics, administration, student services, and finance. The committee heard requests for additional funding from each area and then deliberated to prioritize and approve these requests.

This process resulted in a level of participation from department managers, provosts, campus deans, and vice chancellors. Due to this high level of participation, each request was given full and complete consideration. Priority was given to those requests required for the continuance of academic programs and to those requests that would result in an increased level of service to students. As a result, the budget committee was able to approve a majority of the requests.

Revenues

Several years ago the college's dominant source of funding was state aid. The amount of revenue received from state aid was almost triple the amount received from the second largest revenue source, which was tuition. Through the year ended June 30, 1991, college revenues were predominantly in the form of state aid — both in regular community college appropriations and with the addition of a special $10,000,000 grant as replacement for the lack of a voter-approved millage. The overall total of state aid received in 1991 (regular state aid plus the special tax grant) was $23,039,975, or 62 percent of overall college revenues. Accordingly, the impact of state aid on college operations was very substantial.

During this period, the state legislature voted to eliminate the college's special tax grant. The state legislature implemented a phase-out of the grant to occur over a five-year period.

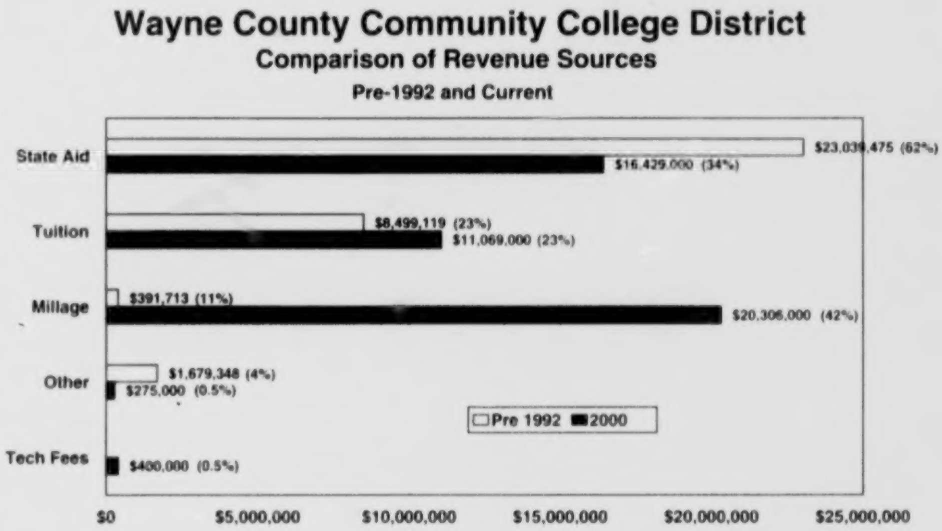
In November 1992, during year two of the elimination phase-out of the grant, and coincident with the college's last comprehensive reaccredidation visit, the college successfully passed a three-year voter-approved millage of one mil. The special tax grant and the statutory millage, which had been established to compensate for the absence of a voter-approved millage, were eliminated. The revenue provided by the voter-approved millage, however, exceeded the combined total of the two sources that were eliminated.

Moreover, prior to the passage of the voter-approved millage to address the special tax grant phase out, the college downsized its salary base through an early retirement incentive program, and it curbed non-labor expenditures. These factors contributed significantly toward the establishment of reserve funds.

Current Revenue Outlook

The dramatic changes in the college's revenue base are shown graphically as follows:

Figure 19: Comparison of revenue sources, pre-1992 to 1999.



The college is significantly less dependent on state aid which has dropped to the second largest source of college revenues — almost proportionately one half of what it once was

(34 percent now versus 62 percent previously). The voter-approved millage, which is the newest source of college revenue, is also the largest source at 42 percent. No single source of revenue is as dominant as state aid once was.

Property Tax Millage Revenue

After obtaining the first three-year voter-approved millage in 1992, the college successfully passed two more one mill fixed-length millages in 1994 and 1996. In 1998, the district successfully passed a permanent one mil voter-approved millage. A permanent millage perhaps makes this revenue source the most stable for the district. The stability of this revenue source combined with the fact that it is the largest revenue source for the district contributes significantly to the district's outlook for fiscal health and being able to support its operations.

State Aid Revenues

The regular allocation of state aid has been consistent for the most part for several years. The approach in determining the allocation for all of the state's community colleges has been in general to use the amount of the allocation from the preceding year, plus some amount of increase. The methods of determining the amount of increase may vary. Recently the approach has been to divide approximately half of the overall designated increase to each of the state's community colleges across-the-board, while the remaining half has been allocated on the basis of a state funding formula. The district receives no increase through the use of the formula. The district however, routinely receives an increase in state aid as a part of the across-the-board allocation.

Aid for all of the state's community colleges is determined annually through a political process involving various branches of state government. Accordingly, this source of revenue appears potentially more unpredictable than a voter-approved millage — but it has been consistent.

Tuition Revenue

Credit hour tuition charges have remained unchanged since 1992. The district has added a new technology fee of $3.00 per credit hour. The additional revenue projected through this fee is $400,000 annually.

Other Revenue

Other revenue consists primarily of commissions from vendors, such as the bookstore and snack machine vendors, from training contracts, and from facility rentals. This source constitutes approximately 2 percent of overall revenue and is not anticipated to shift drastically.

Figure 20: Revenue projections, fiscal 1999 and fiscal 2000.

	Proposed Revenue Projection		
	1998-1999	**1999-2000**	**Difference**
State appropriation	$16,107,000	$16,429,000	$322,000
Tuition/fees	11,500,000	11,069,000	(431,000)
Technology fee	0	400,000	400,000
Local taxes	19,533,000	20,306,000	773,000
Miscellaneous	775,000	275,000	(500,000)
Total	**$47,915,000**	**$48,479,000**	**$564,000**

Expenditures

While there is no direct prohibition on deficit spending, as a public institution, the district's spending is driven directly by the revenue it receives. The college maintains fiscal responsibility by adhering to this maxim.

Salaries and benefits represent approximately three-fourths of the college's budget. The five-year summary follows below:

Figure 21: General fund expenditures, fiscal 1996 to fiscal 2000

	Actual				Budgeted
	1995-96	**1996-97**	**1997-98**	**1998-99**	**1999-2000**
Salaries	$23,488,733	$26,857,924	$26,745,523	$27,625,158	$27,146,320
Fringes	7,215,227	8,781,173	8,113,144	9,142,253	9,373,277
Sub-Total	$30,703,960	$35,639,097	$34,858,667	$36,767,411	$36,519,597
Operating	11,690,170	11,020,967	14,322,244	10,050,435	11,643,203
Equipment	939,580	261,636	948,613	1,097,154	316,200
Total Expenditures	**$43,333,710**	**46,921,700**	**$50,129,524**	**$47,915,000**	**$48,479,000**
Salaries	54%	57%	53%	58%	56%
Fringes	17%	19%	16%	19%	19%
Sub-Total	71%	76%	69%	77%	75%
Operating	27%	23%	29%	21%	24%
Equipment	2%	1%	2%	2%	1%

Over the past five years, salaries have remained in the 50-60 percent range of total budget. Salaries for 1999-2000 will decrease overall by $478,938. Salaries have been controlled by not filling vacant position and the elimination of other positions. In addition, the college has experienced significant savings from:

- Reduced faculty overload and adjusted salaries, simultaneously increasing the average class size;
- Reduced amount for overtime, a three year savings of over $389,000; and
- Reduced part-time clerical salary cost through reassignments.

One major expense that remains beyond the control of the college is benefits, which have increased over a five year period from $7,215,227 to $9,373,000, a $2,158,070 (or 30 percent) increase in five years. We believe our costs will continue to escalate due to the age of our work force and inflation.

For 1999-2000, most non-labor expense categories were budgeted at a level similar to that of 1998-99, with some minor exceptions. More focus was placed on ensuring adequate funding for academic-related supplies and expenditures, and more scrutiny was placed on administrative-related expenses.

As a result, budgeted instructional supplies are increasing, while office supplies as a budget item is decreasing. Similarly, the administrative-related equipment budget has been decreased dramatically.

An increased emphasis is being placed on the district's LRC's. As a result, books and periodicals will be increasing as well as computer-related costs for each campus's learning resource center.

The district will continue to make a transition from contracted security services to an "in-house" security force. During 1999-2000, the district will begin providing security at the Northwest Campus. This effort will result in a decrease in outside security services of almost $156,000.

Figure 22: Summary of general fund revenues for the five years ending June 30, 2000 (1996-99 actual and 2000 budgeted).

	Actual			Budgeted	Proposed
Revenues	**1995-1996**	**1996-1997**	**1997-1998**	**1998-1999**	**1999-2000**
Tuition & fees	$11,480,806	$11,252,164	$11,069,121	$11,500,000	$11,069,000
Technology fee	0	0	0	0	400,000
State appropriations	15,139,648	15,381,918	16,407,330	16,107,000	16,429,000
Property taxes	18,226,416	18,492,800	19,810,841	19,533,000	20,306,000
Other revenue	819,201	765,543	859,520	475,000	275,000
Fund balance transfers	0	1,035,406	2,701,546	300,000	0
Total educational & general revenues	**$45,666,071**	**$46,927,831**	**$50,848,358**	**$47,915,000**	**$48,479,000**

Figure 23: Summary of general fund expenditures, fiscal 1996 to fiscal 2000

Expenditures	1995-1996 *Actual*	1996-1997 *Actual*	1997-1998 *Actual*	1998-1999 *Budgeted*	1999-2000 *Proposed*
Salaries	$23,488,733	$26,857,924	$26,745,523	$27,625,158	$27,146,320
Operating	11,690,170	11,020,967	14,322,244	10,050,435	11,643,203
Equipment	939,580	261,636	948,613	1,097,154	316,200
Fringe	7,215,227	8,781,173	8,113,144	9,142,253	9,373,277
Total Educational & General	**$43,333,710**	**$46,921,700**	**$50,129,524**	**$47,915,000**	**$48,479,000**

Figure 24: Summary of general fund revenues and expenditures, fiscal 1996 to fiscal 2000.

	1995-1996 *Actual*	1996-1997 *Actual*	1997-1998 *Actual*	1998-1999 *Budgeted*	1999-2000 *Proposed*
Total educational & general revenue	$45,666,071	$46,927,831	$50,848,358	$47,915,000	$48,479,000
Total educational & general expenditures	$43,333,710	$46,921,700	$50,129,524	$47,915,000	$48,479,000
Net increase(decrease) in fund balance	2,332,361	6,131	718,834	0	0
Beginning fund balance	833,038	1,338,014	1,344,145	2,062,979	1,762,979
Less transfers	(1,827,385)	0	0	(300,000)	0
Ending fund balance	**$1,338,014**	**$1,344,145**	**$2,062,979**	**$1,762,979**	**$1,762,979**

Audits

The independent accounting firm of Gregory Terrell and Company, Certified Public Accountants, performs annual audits and prepares all financial statements of the college. Generally accepted auditing standards, applicable to financial audits as contained in Government Auditing Standards issued by the Comptroller General of the United States, are followed. (See copies of audits and financial statements in the Resource Room.)

Audits of selected community colleges' reporting of Activities Classification Structure (ACS) data are conducted by the Michigan Office of the Auditor General (OAG). The ACS reporting system provides state government and community colleges with comparable data regarding enrollment, fees, revenues, and expenditures, among others. The ACS audit is conducted in community colleges throughout the state on a five-year cycle. The ACS monitors group expenditures in the classifications established by the state and the auditors assess how well the institutions comply with Michigan Department of Education procedures and rules. The OAG also performs periodic performance audits, however, the college has not been subjected to such an audit since the early 1990's.

Since 1992, there have been two ACS audits — one for the fiscal year ending June 30, 1995, and a second for fiscal year ending June 30, 1998.

The auditor general's 1996 compliance audit identified WCCCD with thirteen findings. For the seven colleges reviewed, the number of findings ranged from seven to fifteen.

The auditor general's May 18, 1999 compliance audit report showed WCCCD with six findings. For the seven colleges reviewed, the number of findings ranged from three to seven, and averaged 5.7. Annual appropriations acts require that the audited institutions develop formal responses to the audit findings within 60 days after release of the audit report (e.g., by July 18, 1999). The dean of institutional research and planning is the college's contact person and liaison for this audit. Copies of both audit summaries and the college's responses will be available in the Resource Room.

The board closely monitors the actual and budgeted financial data as presented internally by the administration and as reviewed externally by the auditors.

Auxiliary Budget

During the last two years, an auxiliary budget was initiated. The funds generated by this source of income are budgeted back to the campuses and other service areas. These funds are derived from contracted services.

Figure 25: Auxiliary funds budget, fiscal 1999 to fiscal 2000.

	Revenues	Expenses	Contribution to General Fund
Truck Driver Training	$170,000	$205,000	(35,000)
PC Repair Training	209,500	152,886	362,386
Athletics	100,000	100,000	0
Student Activities	206,000	206,000	0
Downtown Campus	40,000	40,000	0
Downriver Campus	46,000	46,000	0
Eastern Campus	40,000	40,000	0
Northwest Campus	8,500	8,500	0
Western Campus	26,000	26,000	0
Development Office	0	212,333	(212,333)
Central Administration	4,000	4,000	0
Corporate Service*	2,368,361	2,591,691	(212,333)
Total	**$3,218,391**	**$3,632,410**	**($97,280)**

**Note: Corporate services revenues and expenditure amounts do not include community services activities.*

General Fund

Safety and Health

General fund monies have been made available for maintaining and improving environmental conditions at the college. In 1998-99, the college underwent careful scrutiny under the Michigan Occupational Safety and Health Act (MIOSHA), P.A. 154 of 1974 as amended, as a result of a chemical spill at the Downtown Campus. Subsequently, a major clean-up of facilities and revamping of procedures took place at all the campuses. The lab assistants were now fully trained, faculty were also updated through training, and students are now responsible for viewing a safety film prior to each laboratory course.

Chancellor Ivery established a Committee on Health and Safety in December 1998. This committee is chaired by the vice chancellor for administration and finance. A consultant was hired to determine the college's compliance with the MIOSHA rules and regulations. The consultant will present a plan to remedy any areas of non-compliance to the committee.

Chancellor Ivery will direct implementation of this plan after receiving it from the committee.

All campus locations and the administration building are equipped to meet the needs of the physically challenged. Automatic door openers, ramps and elevators are found at appropriate locations throughout the sites. Each campus has convenient handicapper parking spaces.

Each site has a system that warns of fire and tornadoes. Public safety personnel are also radio-equipped to provide communication between officers and the sites.

SUMMARY

FINANCIAL RESOURCES

The college finds itself for the first time in its history with a stable source of income. The permanent millage contributes significantly to the district's ability to support its operations.

Although the district has had several setbacks — e.g., tornado damage and financial aid reimbursement, with its related consultant fees — the district continues to make payroll and provide adequate funding to instruction.

STRENGTHS

1. Attainment of a permanent millage is a significant milestone in the history of the college. It signifies a new confidence in the future of the institution.
2. Continuation of external audits to support the integrity of the financial process demonstrates the college's commitment to accountability.
3. Stable staffing in the finance area has allowed the college to continue development of a seamless budget process.
4. The college has implemented a budget process that invests control and accountability at the cost center level. This supports the concept of site-based management.

CHALLENGES FOR THE FUTURE

1. The college must continue efforts to end financial aid reimbursement. This activity has delayed some strategic planning efforts.
2. The college needs to place a higher priority on attracting federal grant dollars to WCCCD.

CHAPTER SEVEN

PHYSICAL RESOURCES

Students of Wayne County Community College District are served by a modern physical plant, consisting of an administration building and five instructional campuses strategically located throughout the service district. The campuses vary in architectural design and clearly enhance the communities they serve.

Students have their needs met at the campus level. Each campus houses a multi-learning lab, learning resource center, campus computing center, book store, as well as offices of financial aid, admissions, records and registration, career planning and placement, special populations, student activities, and counseling.

The book value of all college property is in excess of $100 million. The total square footage of all buildings, including administration, is slightly more than one million. The five campuses have a total combined count of 152 general classrooms and 97 specialty laboratories, allowing the college to serve more than 25,000 students with no major physical expansion.

Figure 26: Space allocation and room distribution, Wayne County Community College District, 1999-2000.

Campus	Total Square Footage	General Classrooms	Business Labs	Health/ Science	Tech Labs
Central Administration	106,000	0	0	0	1
Downriver	179,000	25	5	8	5
Downtown	180,000	35	5	8	15
Eastern	192,625	29	6	4	9
Northwest	193,084	33	4	10	1
Western	176,985	30	4	5	8
Totals	**1,027,694**	**152**	**24**	**35**	**39**

Enrollment

Credit and contact hours

The following chart describes the enrollment (credit hours and contact hours) from 1996 to 1999. Credit hours have declined in every term since fall 1996. Student contact hours have shown some fluctuation, however, contact hours have declined overall from fall 1996 to spring 1999.

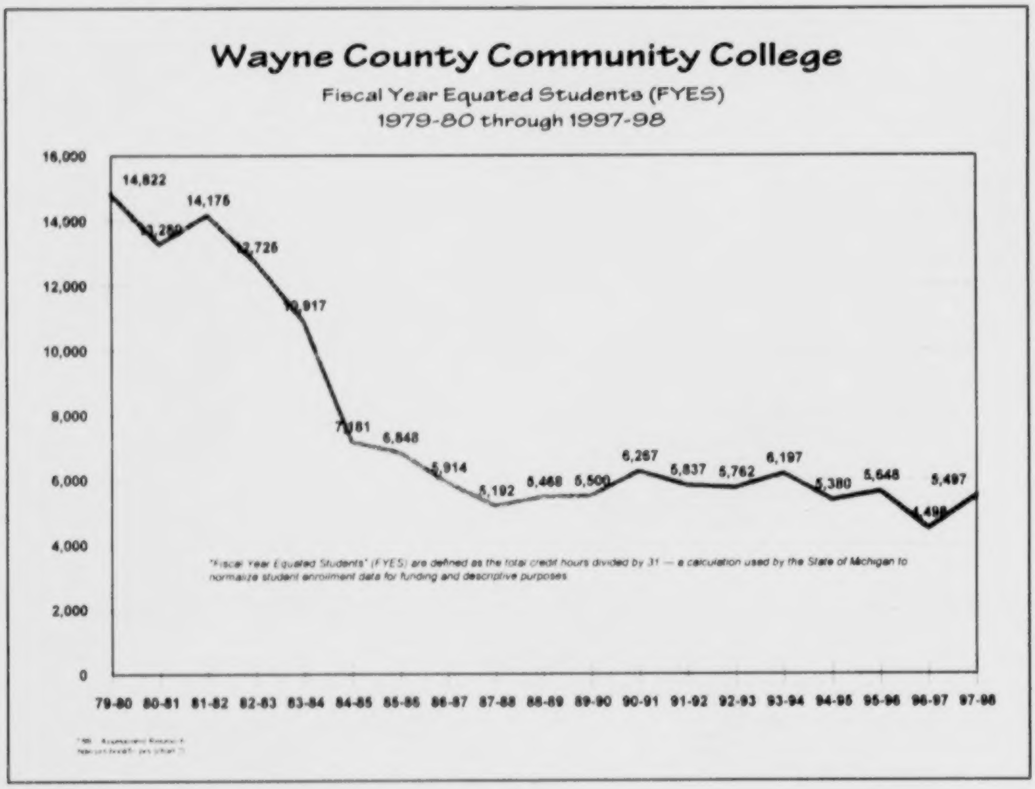
Figure 27: Credit and contact hours by semester, 1996-1999.

Semester / Year	Credit Hours	Contact Hours
Spring 1996	73,320.00	1,231,486.00
Fall 1996	80,192.50	1,345,489.50
Spring 1997	76,893.50	1,288,564.75
Fall 1997	72,752.00	1,193,072.25
Spring 1998	72,447.00	1,201,413.50
Fall 1998	72,182.00	1,200,863.50
Spring 1999	70,476.00	1,161,461.80

Annualized enrollment

After a period of rapid and precipitous decline from 1979 through 1987, the college's enrollment has stabilized. In 1979, fiscal year equated student (FYES) enrollment stood at 14,822; by 1987, it had dropped to 5,192. ("Fiscal Year Equated Student" enrollment is defined as the total credit hours divided by 31 — a calculation used by the State of Michigan to normalize enrollment data for funding and descriptive purposes.) From 1987 to 1990, enrollment increased; from 1990 to 1997, there was again an overall decline in enrollment, with occasional yearly increases. In 1998, the college witnessed a large increase, from 4,498 FYES in 1997 to 5,497 FYES in 1998. Still, over the past eleven years, the college's normalized enrollment has remained stable and in the range of approximately 5,000 to 6,000 FYES.

Figure 28: Annualized (FYES) student enrollment history, 1979-80 through 1997-98.



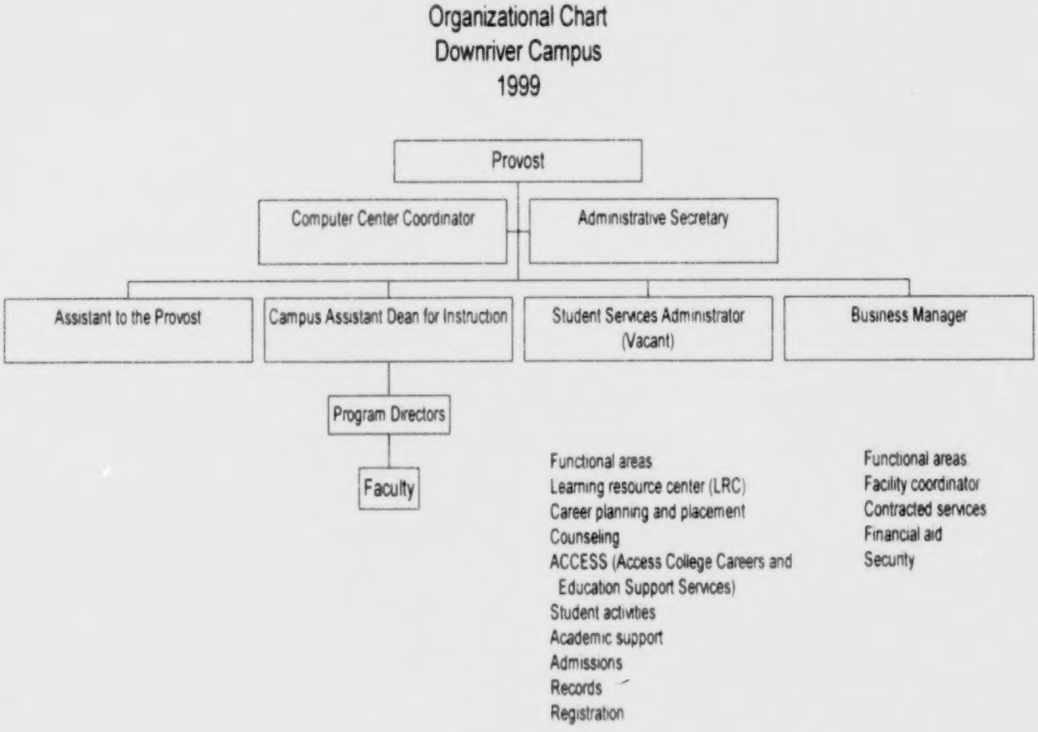
"Fiscal Year Equated Students" (FYES) are defined as the total credit hours divided by 31 — a calculation used by the State of Michigan to normalize student enrollment data for funding and descriptive purposes.

BEST COPY AVAILABLE

DOWNRIVER CAMPUS

The Downriver Campus was built in 1978 as the first of four "new" centers in an ambitious building program. Located on 98 acres of farmland and woods at 21000 Northline Road, in Taylor, Michigan, the campus was constructed to accommodate 5,000 students. The grounds include a 7-acre woodland preserve that contains a winding path used for nature walks by students, faculty, staff, and residents of the surrounding community. The building is barrier-free with ample parking on either side of the entrance to the facility. The design of the building affords a view of the surrounding woodlands from virtually every classroom and office. The campus is conveniently located near Interstate 94 and Interstate 75 as well as several secondary connecting roads.

Figure 29: Organizational chart, Downriver Campus, 1999.


Organizational Chart
Downriver Campus
1999
Provost
Computer Center Coordinator
Administrative Secretary
Assistant to the Provost
Campus Assistant Dean for Instruction
Student Services Administrator (Vacant)
Business Manager
Program Directors
Faculty
Functional areas
Learning resource center (LRC)
Career planning and placement
Counseling
ACCESS (Access College Careers and Education Support Services)
Student activities
Academic support
Admissions
Records
Registration
Functional areas
Facility coordinator
Contracted services
Financial aid
Security

Physical Plant Update

In the last few years, a number of renovation projects have been carried out at the campus to enhance the college's efforts to better prepare the students for the present and for the future. Two personal computer classrooms were added to expand the computer lab area. Faculty offices were constructed with built-in technology applications. The Downriver Campus space has changed over the past ten years to meet the college's educational needs and it is well suited to continue meeting these challenges.

Academic Programs

At the Downriver Campus, the full range of liberal arts transfer courses is offered to fulfill general education requirements for both associate degree and certification programs. Additionally, the campus offers specialized programs in the following areas:

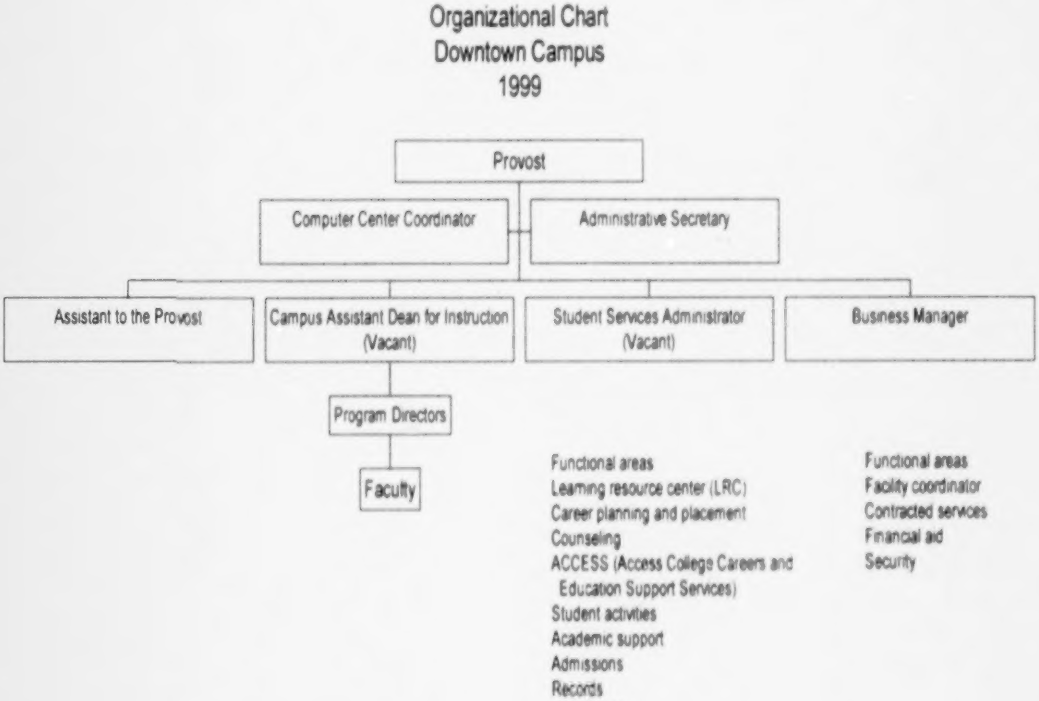
- Auto body repair
- Auto service technology
- Dental assisting
- Environmental and natural resources
- Environmental health and safety program
- Industrial computer, graphics technology
- Industrial electronics & control
- Machine tool technology/numerical control (manufacturing tech)
- Skilled trade apprentice program
- Welding

DOWNTOWN CAMPUS

The Downtown Campus, the second "new" campus of Wayne County Community College, was built in 1979 from the proceeds of a 1976 bond issue. The property was originally the site of a Penn Central Railroad station near the Detroit River that included an old terminal and warehouse. The terminal was demolished and the old warehouse gutted and renovated. A new building was constructed which essentially wraps around the old facility. The result is a modern 180,000 square foot campus complex.

Prior to the current campus opening its doors in 1979, the college offered classes in rented facilities such as Nativity High School and renovated facilities of the former Detroit Institute of Technology. All class offerings have been consolidated into the 1001 Fort Street location.

Figure 30: Organizational chart, Downtown Campus, 1999.


Organizational Chart
Downtown Campus
1999
Provost
Computer Center Coordinator
Administrative Secretary
Assistant to the Provost
Campus Assistant Dean for Instruction (Vacant)
Student Services Administrator (Vacant)
Business Manager
Program Directors
Faculty
Functional areas
Learning resource center (LRC)
Career planning and placement
Counseling
ACCESS (Access College Careers and Education Support Services)
Student activities
Academic support
Admissions
Records
Registration
Functional areas
Facility coordinator
Contracted services
Financial aid
Security

BEST COPY AVAILABLE

Physical Plant Update

The Downtown Campus is immediately adjacent to the Central Administration Building and is separated by a landscaped courtyard over a major freeway. There are 460 parking spaces surrounding the Downtown Campus. To further accommodate the need for parking spaces, the college has purchased 300 spaces in the adjacent Joe Louis Arena parking garage for faculty and staff. A large number of outside groups request and use the atrium or the multi-purpose room for meetings, special events, and so forth, because the campus is so close to the downtown area.

Recent remodeling was done to accommodate the training associated with the casino industry.

Academic Programs

At the Downtown Campus, the full range of liberal arts transfer courses is offered to fulfill general education requirements for both associate degree and certification programs. The campus also offers the following specialized programs:

- Accounting
- Architectural construction technology
- Business administration
- Computer and data processing
- Electrical/electronics technology
- Industrial computer graphics technology
- Management and marketing
- Occupational therapy
- Casino dealer training, slot attendants training, security training, and cashier's training (started April 1999)
- Surgical technician
- Respiratory technician
- Vocational technology

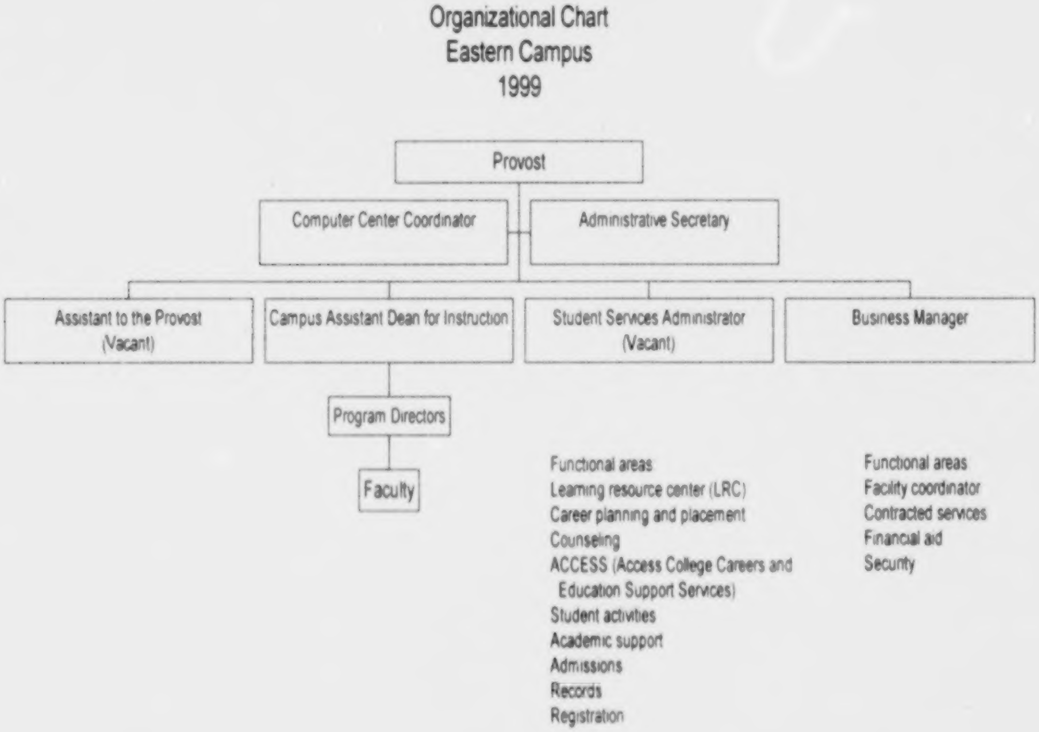
EASTERN CAMPUS

The last of five instructional centers, the Eastern Campus was completed in 1982 on a 26.3-acre site at 5901 Conner Road on the east side of Detroit. The campus consists of one building and approximately 16 acres of parking space and landscaping. The site is adjacent to Interstate 94, just north of a major medical facility and south of Detroit City Airport.

Physical Plant Update

Recent remodeling at the Eastern Campus has provided additional space for the computer area and OIS labs. In addition, a stay-of-art interactive television classroom has been constructed for distance learning. The campus suffered severe tornado damage in July of 1997. Repairs and reconstruction took approximately two years. At the present time, the campus adequately serves scheduled classes.

Figure 31: Organizational chart, Eastern Campus, 1999.


Organizational Chart
Eastern Campus
1999
Provost
Computer Center Coordinator
Administrative Secretary
Assistant to the Provost (Vacant)
Campus Assistant Dean for Instruction
Student Services Administrator (Vacant)
Business Manager
Program Directors
Faculty
Functional areas
Learning resource center (LRC)
Career planning and placement
Counseling
ACCESS (Access College Careers and Education Support Services)
Student activities
Academic support
Admissions
Records
Registration
Functional areas
Facility coordinator
Contracted services
Financial aid
Security

Academic Programs

At the Eastern Campus, the full range of liberal arts transfer courses is offered to fulfill general education requirements for both associate degree and certification programs. The Eastern Campus offers specialized programs in the following areas:

- Agriscience
- Automotive service technology
- Health and nutrition technology
- Heating, ventilation and air conditioning
- Lawn and ornamental plant maintenance
- Life and physical sciences
- Welding

In collaboration with Wayne State University and Eastern Michigan University, the Eastern Campus has an urban teacher program designed to recruit majority as well as minority students who display a commitment to urban teaching.

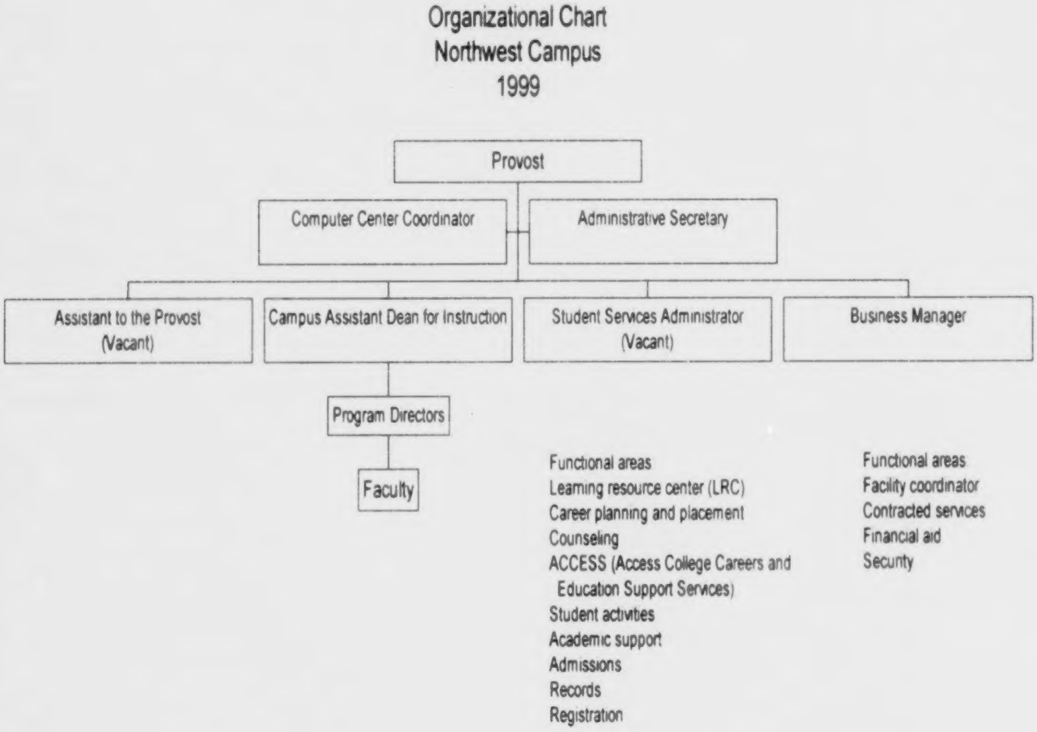
This campus has an active Community Advisory Committee.

NORTHWEST CAMPUS

In 1974, the 22-acre campus of Rosary High School, located at 8551 Greenfield Road in northwest Detroit, was acquired by the college to become the first of five permanent campuses. The original building was constructed in 1955 and underwent immediate renovation to serve postsecondary students. The Northwest Campus opened in 1975.

Extensive campus renovations occurred in 1986, resulting in the addition of a connecting building, building "B." The new building added general and special purpose classrooms as well as administrative offices and student leisure spaces.

Figure 32: Organizational chart, Northwest Campus, 1999.


Organizational Chart
Northwest Campus
1999
Provost
Computer Center Coordinator
Administrative Secretary
Assistant to the Provost (Vacant)
Campus Assistant Dean for Instruction
Student Services Administrator (Vacant)
Business Manager
Program Directors
Faculty
Functional areas
Learning resource center (LRC)
Career planning and placement
Counseling
ACCESS (Access College Careers and Education Support Services)
Student activities
Academic support
Admissions
Records
Registration
Functional areas
Facility coordinator
Contracted services
Financial aid
Security

Physical Plant Update

Recent renovations have included the addition of an interactive television (ITV) classroom for distance learning, a larger and more accessible financial aid office, and a larger and more accessible registration office. With Carl Perkins funding, the dental hygiene program updated its clinical facilities and equipment. The older portion of this facility has been updated with the installation of new thermal windows and aluminum doors.

This campus has the college's only auditorium which supports the fine arts program and enables the college to present to the community a number of activities, including public lectures, art exhibitions, as well as musical and dramatic performances.

The Northwest Campus is the only college facility with a gymnasium. The gym allows for intramural basketball practice and selected community activities requiring such open space. The locker room area permits equal access for women and men.

The campus suffered flood damage in the storms related to the 1997 tornado. Repairs and reconstruction included the installation of a back-up generator.

Academic Programs

At the Northwest Campus, a full range of liberal arts transfer courses is offered to fulfill general education requirements for both associate degree and certificate programs. A list of specialized academic programs at Northwest include:

- Nursing
- Dental auxiliary program
- Dietetic technology
- Muslim world studies
- Performing arts theatre
- Radio/TV technology

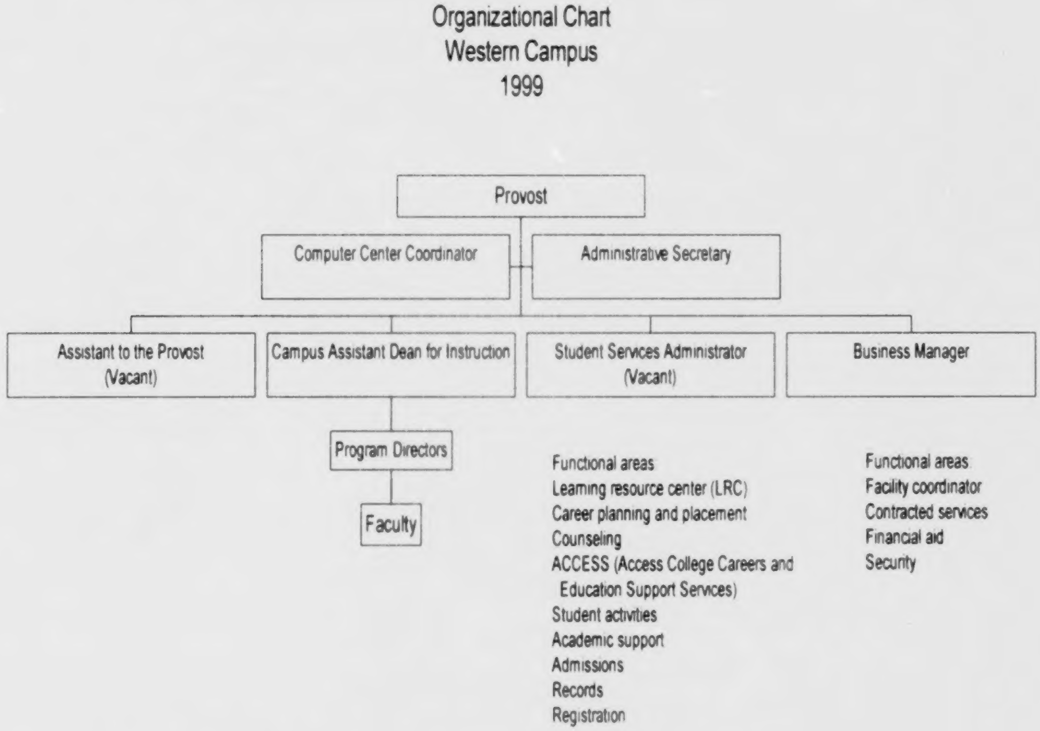
WESTERN CAMPUS

Situated on 117 acres at 9555 Haggerty Road, Belleville, Michigan, the Western Campus is the fourth permanent instructional center, completed in 1981 following the original *Master Facilities Plan.*

Part of the site remains in its natural wooded state with another portion presently being farmed. A water retention pond sits to the rear and north of the campus building and serves to collect water run-off from the parking lot and the campus grounds. The campus building is visible from Interstate 275 and sits at the far eastern portion of the campus parcel.

This campus closed in 1992 as a cost-cutting measure. It reopened in 1993 with limited offerings. Enrollment has steadily been increasing due to aggressive marketing, dual enrollment, and short-term computer training programs.

Figure 33: Organizational chart, Western Campus, 1999.


Organizational Chart
Western Campus
1999
Provost
Computer Center Coordinator
Administrative Secretary
Assistant to the Provost (Vacant)
Campus Assistant Dean for Instruction
Student Services Administrator (Vacant)
Business Manager
Program Directors
Faculty
Functional areas
Learning resource center (LRC)
Career planning and placement
Counseling
ACCESS (Access College Careers and Education Support Services)
Student activities
Academic support
Admissions
Records
Registration
Functional areas
Facility coordinator
Contracted services
Financial aid
Security

Physical Plant Update

Presently, this facility is more than adequate for its student population, as well as any foreseeable future growth.

In recent renovations, the student services areas have been centrally relocated so that they are an integral part of the mainstream of student and staff at the campus. The computer lab areas have been centralized and clustered for a more effective operation, thereby allowing the lab coordinator to have labs open for more hours. Two rooms, which contain 24 computers, have been designated as a microcomputer classroom for classes in office information systems as well as computer-enhanced writing classes.

Academic Programs

At the Western Campus, the full range of liberal arts transfer courses is offered to fulfill general education requirements for both associate degree and certification programs. The Western Campus offers specialized programs in the following:

- Heavy equipment maintenance
- Heating, ventilation, and air conditioning (HVAC)
- Nursing/nursing assistant
- Professional truck driving

The Sheriffs' Academy is located at this site. Belleville High School students participate in a dual-enrollment program in HVAC.

GENERAL CAMPUS FACILITIES AND SERVICES

The college's physical facilities are well prepared to accommodate future growth. Without major expansion, the college can accommodate 25,000 students. In general, all campuses are adequately equipped with science, business, vocational/technical, and general education classrooms, as well as support facilities, such as learning resource centers, campus computing centers, bookstores, student service offices, and so on.

Parking is generally adequate to accommodate the present student load at all facilities. Handicapped accommodations have been provided at all areas of the college, and labs have been equipped with appropriate safety devices. The operation of the heating/cooling plants is efficient, however aging. The college has a computer-operated energy management system installed to monitor energy costs in order to lower operating costs further.

The college's bookstore operation is a contracted service. This considerably improved the services to students. The company has improved the efficiency of the operations, as well, thereby netting a profit for the college.

Food service is not available, however each campus has a vending area for student use. The college has limited recreational facilities, namely a gymnasium at the Northwest Campus and student activities areas at the other campuses. To expand the recreational facilities for the students, the college constructed a softball field at the Northwest Campus.

Janitorial, lawn care, landscaping, and snow removal services are presently contracted at the college. In general, these services meet acceptable levels; however, there could be improvements in the janitorial area at the more populated campuses. This is particularly troublesome at the Downtown and Northwest Campuses, where many of the classrooms are often not properly serviced.

Security and Safety

In July 1997, the college created its own security department. A security director was hired to manage the contract personnel and began the task of training a college security staff.

One year later a security manager was hired. To date, the department has a head count of 21 — a director, a security manager, a lead security officer, and 18 security officers. A very comprehensive training program is in place to train incoming officers. The goal of the Wayne County Community College District security department is to safeguard the lives and property of the students, faculty, staff, and visitors. The department's standard is to maintain a high degree of ethical conduct within the department to enable it provide for a safe, and secure environment in which the educational process may take place.

Learning Resource Centers

The learning resource centers (LRC's) can be viewed both as a physical resource and as an academic support service to students and faculty. The LRC's house the print and non-print materials, the LUIS online public access catalog and the *Info-Trac* academic periodical CD-ROM database search workstation designed to support instructional objectives of the institution. The facilities are designed to provide organized and readily accessible collections of materials and supportive equipment that meet the needs of students, faculty, staff, and the community. In addition, the staff of the LRC provides bibliographic and audiovisual training and leadership and innovative strategies for using the available resources.

Description of LRC Facilities

Each campus contains a learning resource center which provides one large room with an area for online public access catalog searching, periodical CD-ROM database searching, reading, study carrels, tables for study, as well as an open stack configuration. There is also space for displays, machines for photocopying, audiocassette duplication, and a few small adjacent rooms for AV/TV equipment storage, offices, study, and film/video previewing. The LRC's are centrally located at each campus and are conducive to study and research. In addition, there is a district learning resource office in the administration building, which contains an extensive audio-visual instructional collection of films, videos, slides, and audiotapes. Also located in the district LRC is a reference collection of books for college administrative research, audio and video production, editing and duplication equipment, studio, and storage for AV/TV equipment needed for administrative, special event, and backup use. Cataloging and acquisitions PC's and terminals with links to OCLC and DALNET are also located at this operation center.

LRC Staff

Four of the five campuses each have one professional librarian with a master's in library science who serves as the LRC coordinator. The Western Campus LRC is operated part-time by an advisory LRC coordinator and a paraprofessional. The other four campus LRC's each have two paraprofessional staff and college work study student staff which varies with the size of the campus. The paraprofessionals have appropriate educational credentials and experience.

The district LRC staff consists of the media specialist/DALNET project manager, a database manager/cataloging librarian, an acquisitions librarian (part-time), a paraprofessional DALNET assistant and an audio-visual technician. District administrative staff support the functions of the campus LRC's and ensure standards for operations, cooperation and resource sharing. The coordinators, librarians and other professional staff have extensive combined professional experience.

The college has institutional memberships in professional organizations; individual members of the professional staff belong to and participate in professional organizations and attend workshops and seminars.

LRC Services

The staff of each LRC provide orientation sessions for groups upon request and give individual instruction in using the LRC. User services include reference, bibliographic instruction, circulation of print and non-print materials, information transmission/dissemination, and assistance to students, faculty and staff with the use of the collection. In addition, the district LRC provides a variety of services to the campus LRC's to aid the instructional process. These include instructional design and related research, acquisition, processing and distribution of learning materials and equipment, DALNET operation maintenance, training and management, audio and video production and duplication, AV/TV setup for special events, and equipment repair.

LRC Collections

The selection of books, periodicals and other instructional materials is done by the coordinator at each LRC based on the educational programs offered at individual campuses. Faculty members are encouraged to suggest titles for purchase. Orders for purchased materials are placed centrally by the acquisitions librarian and at the campuses by the LRC coordinators. These materials, except periodical subscriptions, are received by district LRC, where they are processed and cataloged by the cataloging librarian. The items are then shipped to the respective LRC's. There are no standing orders.

The classified collections at all five campuses are out of date. A search of the DALNET database, using keyword "1999," reveals approximately 21 titles with a "1999" imprint in the WCCCD collection. A keyword search of "1998" indicates 158 entries with a "1998" imprint in the WCCCD collection. These searches do not include added volumes, but the number of new titles is exceedingly low. By way of comparison, Oakland Community College has 220 titles for 1999 and 2,748 titles for 1998; and Macomb Community College has 148 titles for 1999 and 1085 titles for 1998.

LRC Automation

The college is a member of the Detroit Area Library Network (DALNET), a nonprofit corporation formed to enable its members to provide improved library service through shared automation. Wayne State University is the host institution for managing the DALNET central site.

Ameritech Library System's NOTIS software has been used to meet the automation requirements of Wayne State University and the other DALNET libraries; but DALNET will have migrated all its libraries to the Ameritech client/server Horizon system by the year 2000. A DALNET intranet has been established using Ameritech's frame relay technology to ensure a stable system with reliable response time. Wayne County Community College District, which will migrate to Horizon in October 1999, currently uses the functions of NOTIS that support cataloging/authority control, circulation and online public access catalog functions, using a central bibliographic database. The college's cataloging/authority control is now also connected to OCLC via the Internet. The online catalog, soon to be accessible anywhere on the college network and to be re-named *Im@gine*, displays not only bibliographic and holdings data, but also circulation and acquisitions information to library users. With the addition of the DALNET Southeast Michigan Information Hub, library users will soon be also accessing other information providers such as city, county, health, and small business development.

Resource Sharing

The college is also a member of Southeastern Michigan League of Libraries (SEMLOL) a voluntary organization comprised primarily of academic and research libraries. The SEMLOL has four objectives:

- To promote understanding of its members' needs and services
- To develop vehicles for sharing resources and improving and coordinating services
- To promote development of professional skills and abilities
- To exchange ideas and provide channels of communication.

Interlibrary loan is available to Wayne County Community College District students, faculty and staff members from other institutions with the college has practicum agreements, such as the American Library Association's interlibrary loan agreement. Additional informational services and borrowing privileges are available to the college's students, faculty, and staff from participating SEMLOL libraries.

LRC Procedures

The *Learning Resource Center Policy and Procedure Manual* is the operating manual for the LRC's. It was revised and updated by the LRC Policy and Procedure Committee in the fall of 1991 and is currently being revised for the migration to Horizon.

Statistics on the number of patrons, number of reference and informational questions and circulation of materials and equipment are kept daily and compiled monthly by each of the five LRC's. Circulation statistics for audio-visual materials from the district LRC are also kept. Both sets of statistics provide information about use of the LRC's and the instructional materials. (Resource Room)

Migration to the Horizon system, which will also provide Web access to free databases and other information, will greatly help improve services.

Computing Centers

Like the learning resource centers, the **campus computing centers** can be seen both as a physical resource and as an adjunct to the educational programs at the college; however, they will be discussed in this section since their utility derives from the quality of their physical resources. Wayne County Community College District has extensively used Perkins funding to equip the five campus computing centers. These centers serve as vital links in the information retrieval and education system of the college.

The centers were designed to provide technical support for students enrolled in computer information systems (CIS) and office information systems (OIS) programs, but all currently enrolled students, regardless of program, have access to the facilities. In addition, staff offer technical assistance to instructors in developing assignments and computer-based tutorials. The campus computing centers also provide a management information function since this unit is the primary source of information for administrative and academic decision making at the campus level.

Description of Facilities

Wayne County Community College District has a **computing center** at each of its five campuses. Each campus computing center consists of a microcomputer classroom with between 20 and 25 personal computers, a microcomputer laboratory, and an on-line computing laboratory with AT&T 605 business communication terminals that connect to the college's wide area and local area networks. This enables students to access the college's mainframe computer. The network, called Wayne County Community College District Information System Network (WCCCD-ISN), links the five campuses and the central administration building. In addition, all facilities have a variety of printers.

The AT&T Information System Network is the engine of WCCCD-ISN. The WCCCD-ISN is a packet switch-wide and local-area network with an open architecture combining host computers, minicomputers, word processors, storage devices, personal computers, high-speed and low-speed printers, and non-intelligent terminals into one highly productive system. The open architecture network design gives the college the ability to handle voice traffic and to link the computers and terminals from different vendors. This design philosophy gives the college complete vendor independence.

The WCCCD-ISN provides the college a cost-effective means of connecting asynchronous terminals, personal computers, minicomputers, printers, modems, and voice switches. Approximately 430 devices on the network serve both academic and administrative functions within the college. The network is capable of expansion, supporting up to 1,920 devices.

The WCCCD-ISN provides students the capability to easily access all authorized applications from any single device (personal computer or terminal) on the network and share printer resources, microcomputers, and modems. In addition, it allows students who have modems to complete coursework off campus.

An additional network has been implemented that allows all computer users access to the Internet as well as providing connectivity to the college's Unix mainframe computer.

The **on-line and microcomputer laboratories** are designed as open laboratories. All WCCCD students have access to the college's authorized software applications. The open laboratories are available from 55 to 65 hours per week and are always staffed with qualified personnel. The software application packages include:

Figure 34: On-line and microcomputer laboratories.

PC Laboratories	On-Line Laboratory
Microsoft Office 97 Suite	Text Editor
WordPerfect 6.1 and 7.0	Electronic Mail
Turbo C++	
COBOL	
Fortran	
Accounting Software	
Aldus PageMaker 6.5	
Southwestern Keyboarding Pro	
Micropace Keyboarding Pro	
Micro Focus COBOL	
MiniTab Statistical Software	
Computer Assisted Drafting (CAD)	
All campuses have internet access	

Staff

The campus computing centers are staffed by an academic computing coordinator whose role it is to coordinate all operations in the computing center and provide technical assistance to computing users. The coordinator is assisted by three part-time computer laboratory assistants as well as college work-study student assistants who provide assistance to those using the facilities. It is preferred that college work-study student assistants be enrolled in either the CIS or OIS programs. The professional experience derived from working in the computing centers has enabled many students to find employment in the computer field.

Multi-Learning Labs

Each campus has a multi-learning lab to assist those students who are unprepared or under-prepared for college level work. The multi learning labs provide learning experiences in the areas of basic skills, reading, writing, basic math, test-taking skills, and diagnostics for placement, i.e., English-as-a-Second-Language (ESL) testing and "ability to benefit" (ATB) testing for incoming students.

Description of Facilities

Approximately 25 Macintosh computers are available per campus. These computers are equipped with comprehensive power software which is designed to assist students in vocabulary, reading speed, word recognition, grammar, and spelling.

Staff

There is an academic support coordinator at each campus (except Western). In addition 2-6 tutors are on staff at each site. Each campus has English, science, and math tutors. Other subject areas are covered as needed.

Services

Along with the above mentioned services, this area provides skill training for students preparing to take the Nursing Entrance Test (NET) and the Health Occupations Entrance Test (HOBET). The coordinator also conducts equipment orientation sessions for developmental courses.

Information Technology (IT) (formerly MIS)

In 1991 and 1992, a new computer system was purchased and installed. The new system provided for student records, the academic system, the interactive fund accounting system, and a mail server. The changeover process began in 1992-93. At the time, it was not planned to have the "old" system and the "new" system run concurrently. Information was transferred to the new system and the old system was shut down. This transition created problems. Not all the data transferred to the new system and it took approximately nine months to recapture data. As the system implementation continues, small gaps are discovered periodically. These are remedied via staff who have longevity in the department and who were trained from the inception of the system.

With the departure of the vice president for administration and finance in 1994, training in the system was curtailed. Training for users was done on a small scale and resulted in a need to know mode whereby users did not know what to ask for from the updated system and consequently were not satisfied with the data generated from the new system. This was problematic because users then wanted the new system to look like the old system. Some accommodations were made resulting in under usage of the new system.

In 1995, the new vice president for administration and finance saw the need for ongoing training with IT staff. This resulted in the hiring of three programmers. With reorganization in that area and new staff, user training is just now underway.

The consulting firm of Pierce, Monroe and Associates has been engaged to work with staff and users to realize more fully the potential of the new system. The intent is to have IT as a support and not a control.

In preparation for Y2K compliance, IT has tested fourteen different dates and concluded that we are prepared for the turnover.

Supportive Services

Committed to the "open door" policy, WCCCD recognizes the concomitant responsibility to provide support to students not yet prepared to do college level work. The *ACCESS* program (Access College Careers and Educational Support Services) provides tutoring, career counseling, study skills workshops, computer assisted instruction, referral services, aptitude testing, alternative testing and adaptive equipment. (See documentation in the Resource Room.)

Grant Funded Projects

The *At-Risk Program* is a state-funded initiative designed to assist developmental students increase their learning potential and academic performance. This structured retention program is only available at the Eastern Campus. The Downtown Campus supports an academic coordinator whose major function is to work with faculty who teach developmental courses to assist students. These programs have not been duplicated on other campuses.

The student support services grant has two components: a transfer initiative and a tutorial initiative. The transfer initiative provides services to students that assist them to transfer successfully to senior institutions. Student support services provide activities that enhance students' retention and academic performance.

The Carl D. Perkins Grant enables the institution to provide supplemental assistance to developmental and special populations students. The term special populations refers to individuals with disabilities, academically disadvantaged individuals, economically disadvantaged individuals, including foster children, individuals of limited-English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional facilities.

Total Population Served

In individual tutorials, the academic services program each year provides about 35,000 contacts to over 2,000 students. In addition to these, over 300 allied health students receive services through workshops of various lengths, ranging from two to six hours. The majority of these workshops are scheduled prior to the beginning of school so students in these programs have an opportunity to review their basic learning and study strategies before they begin classes. There are 220 students enrolled in the transfer program, 92 enrolled in the at-risk program, and 815 in special populations services.

SUMMARY

PHYSICAL RESOURCES

The college's physical resources are adequate but aging. The facilities have been prepared for technological advances and handicapper access, but more needs to be done to maintain physical appearance and comfort.

STRENGTHS

1. Wayne County Community College District's strategically-located campuses provide access to students from all areas of Wayne County and give WCCCD access to a wide and diverse market that is steadily growing.
2. Reasonable accommodations are made for all individuals with special needs, allowing utilization of many instructional resources found at the college.
3. District technology needs are being coordinated through the Technology Committee.

CHALLENGES FOR THE FUTURE

1. Some academic support services are only available at two campuses. Further plans need to keep all five facilities current.
2. The need to update the aging heating and air conditioning system is essential. This will be a major undertaking at the five campus sites and the district administration building.

CHAPTER EIGHT

ACCOMPLISHMENT OF EDUCATIONAL AND OTHER PURPOSES

CRITERION 3

Wayne County Community College District is accomplishing its educational and other purposes.

INTRODUCTION

Institutional purposes in this chapter are organized into patterns of evidence describing seven areas. It concludes with a summary, and "strengths and challenges" derived as an outgrowth of the self-study process.

It is axiomatic that effectiveness has many components; however, central to describing institutional effectiveness is educational effectiveness.

Effectiveness	
Institutional	**Educational**
Are students and the community (our various constituencies) getting what they want from the college?	***Are students learning what we expect them to learn?***

MICHIGAN PERFORMANCE INDICATORS

In recent years, there has been a movement in numerous states to measure institutional success based on mandated indicators of performance. Michigan community colleges have faced, over the past several years, increasing requests for outcomes data by various state agencies, including the Department of Management and Budget and the Michigan Jobs Commission (now the Michigan Department of Career Development).

In 1997, after independently establishing similar initiatives, the Michigan Community College Association (MCCA) and the Michigan Community College Data and Evaluation Committee (MCCDEC) established a joint task force with members drawn from other associations and community colleges. The college, through its membership in MCCA, its chancellor's participation as a member of the MCCA President's Performance Task Force, and a staff member who is a member and current chair of MCCDEC, participated in this two-year state-wide initiative to identify core performance indicators for Michigan's community colleges.

In 1998, Michigan's community colleges, by the unanimous vote of their presidents and trustees, adopted the following set of core performance indicators. The college has begun to collect data relative to these indicators and some of these are reported in this section of the self-study: ***Ia. NCA accreditation*** (addressed, in part, by this self-study itself); ***IIa. Licensure pass rates,*** (currently available for some programs); ***IIb. Degree/certificate completion rates*** (by program available in the Resource Room); ***IIe. Placement and wage rates*** (data derived from a pilot matching graduates to the state's wage-reporting system and now awaiting implementation by the MCCA of a state-wide clearinghouse); ***IIIa. Student satisfaction*** (from a survey of graduating seniors in 1998 and to be replicated using different methodologies annually); and ***IIId. Community satisfaction*** (first conducted in 1998 and to be replicated every two years). The conduct of the internal and external surveys and participation in various pilot projects associated with these core performance indicators demonstrate an effort to begin utilizing these measures. ***The Personal Assessment of the College Environment (PACE)*** survey is an instrument that the college has added to this mix of measures, and this survey will also be replicated periodically.

Thus, the college's leadership has identified appropriate institutional effectiveness measures as an important long-term goal. The institution's capacity is weak at this point, and it recognizes the need for additional resources to completely implement this system. In recent years, the college has submitted applications for grants under the Strengthening Institutions Program, Title III. The most recent application proposes as one of its primary activities the establishment of an Office of Institutional Effectiveness to improve academic programs and administrative management.

Figure 35: MCCA core performance indicators.

Michigan Community College Core Performance Indicators
(MCCCPI)

Institutional Performance

Ia. NCA accreditation

Student Performance

IIa. Licensure, certification and registry exam pass rates

IIb. Degree/certificate completion rates

IIc. Performance at transfer institution

IId. Student goal attainment

IIe. Placement and wage rates

Constituent Satisfaction

IIIa. Student satisfaction

IIIb. Business and industry satisfaction

IIIc. Employer satisfaction

IIId. Community satisfaction

EDUCATIONAL PROGRAMS APPROPRIATE TO AN INSTITUTION OF HIGHER EDUCATION

Wayne County Community College District's curriculum and other programs for student learning and development are clearly linked to the mission and purposes described in Criterion I. (See the parallel mission/purpose statements for many of the college's units and programs included in Chapter Three.) The college's programs are designed to offer a variety of experiences in and out of the classroom to help students gain self-understanding. The college aims to provide an integrated learning experience and one where students assume some responsibility for their own educational growth.

ACADEMIC PROGRAMS: 1992-1999

As a comprehensive community college, Wayne County Community College District offers associate's degrees and certificate programs that enable students to gain skills and knowledge necessary to accomplish their goals. To this end, the college provides a full range of courses in both arts and sciences and career and technical education.

General Education

A clearly-defined general education program has been in place using a distribution of courses across a wide range of disciplines. These graduation requirements aim to develop graduates with an ability to communicate effectively, understand the basic principles of math and science, and appreciate aesthetic and creative experiences, among other competencies now defined in our core abilities. The faculty are currently mapping these core abilities across the curriculum.

As a result of the focused development of a plan for the assessment of student academic achievement, beginning in earnest in August 1997, faculty agreed on a "Philosophy of General Education." This statement was developed on the base provided by the work of the Core Curriculum Committee, a primarily faculty committee that studied the issue of student learning outcomes in the early 1990's. After review of national curriculum models, analysis of the core curriculum, and a site visit to a community college in the final stage of implementing a core curriculum project, the committee submitted a core curriculum proposal in February of 1993. The Assessment Steering Committee revised and reorganized the earlier committee's statements (originally divided into skill competencies and cognitive competencies) to produce a set of "core abilities" developed from the "Philosophy of General Education." (The philosophy statement is now reproduced in the college's *Catalog*, and both documents are available in the various assessment reports available in the Resource Room.)

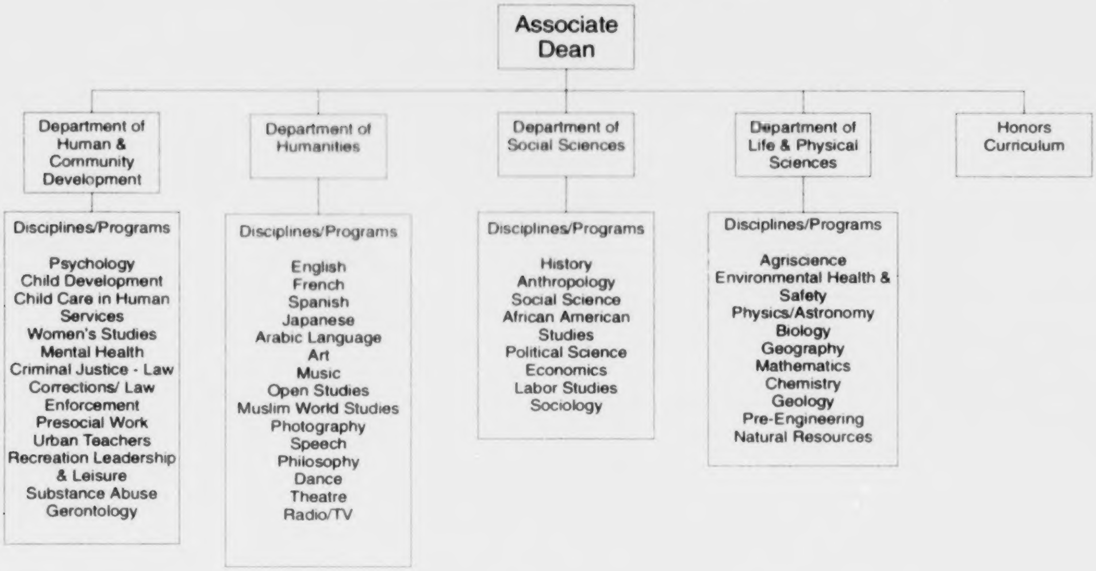
The Division of Arts and Sciences

As reflected in its mission, the Division of Arts and Sciences currently offers approximately 250 courses leading to either an associate of arts, associate of science, or an associate of general studies degree. The division also offers support courses for the career & technical education division's associate of applied science degree. (See the college's *Catalog* for a complete description of program offerings.) Degree-granting programs and special academic programs in arts and sciences are organized into academic clusters in the disciplines of English and humanities, human and community development, social sciences, and life and physical sciences. (See the division's organizational chart.) The college also offers a number of unique areas of study such as honors curriculum, urban teacher programs, women's studies, and ethnic studies. These areas of study do not lead to separate or different degree options; instead, they provide students with the opportunity to provide a different focus to their programs of study with specialized experiences and faculty assigned to these areas.

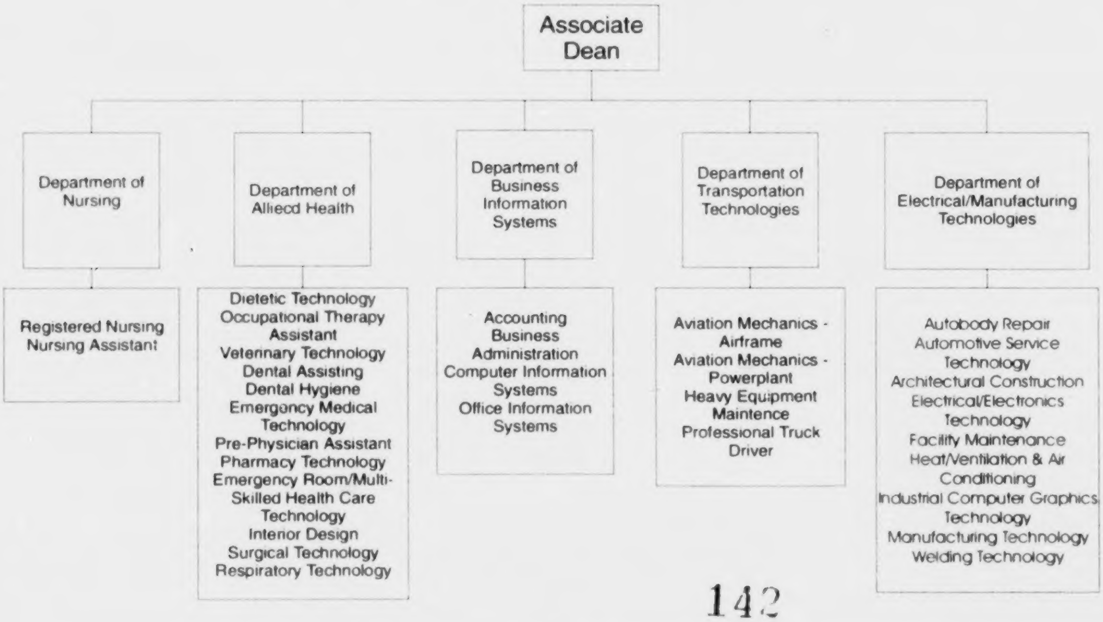
The Division of Arts and Sciences provides traditional liberal arts courses for students enrolled in the associate's degree program and for those seeking to transfer to four-year colleges and universities. Southeast Michigan is unique in the number of institutions of higher learning available to area students. To ensure access to these institutions, the college is a member of the Michigan Association of College Registrars and Admissions Officers (MACRAO), which works to formulate student transfer agreements. Students who complete the MACRAO common core of general education courses also satisfy such requirements at the participating four-year schools. Students can be assured that the general education core will be accepted without loss of college credit.

Figure 36: Organizational charts, Divisions of Arts and Sciences and Career and Technical Education, 1999.

Division of Arts & Sciences


Associate Dean
Department of Human & Community Development
Department of Humanities
Department of Social Sciences
Department of Life & Physical Sciences
Honors Curriculum
Disciplines/Programs
Psychology
Child Development
Child Care in Human Services
Women's Studies
Mental Health
Criminal Justice - Law
Corrections/ Law Enforcement
Presocial Work
Urban Teachers
Recreation Leadership & Leisure
Substance Abuse
Gerontology
Disciplines/Programs
English
French
Spanish
Japanese
Arabic Language
Art
Music
Open Studies
Muslim World Studies
Photography
Speech
Philosophy
Dance
Theatre
Radio/TV
Disciplines/Programs
History
Anthropology
Social Science
African American Studies
Political Science
Economics
Labor Studies
Sociology
Disciplines/Programs
Agriscience
Environmental Health & Safety
Physics/Astronomy
Biology
Geography
Mathematics
Chemistry
Geology
Pre-Engineering
Natural Resources

Division of Career and Technical Education

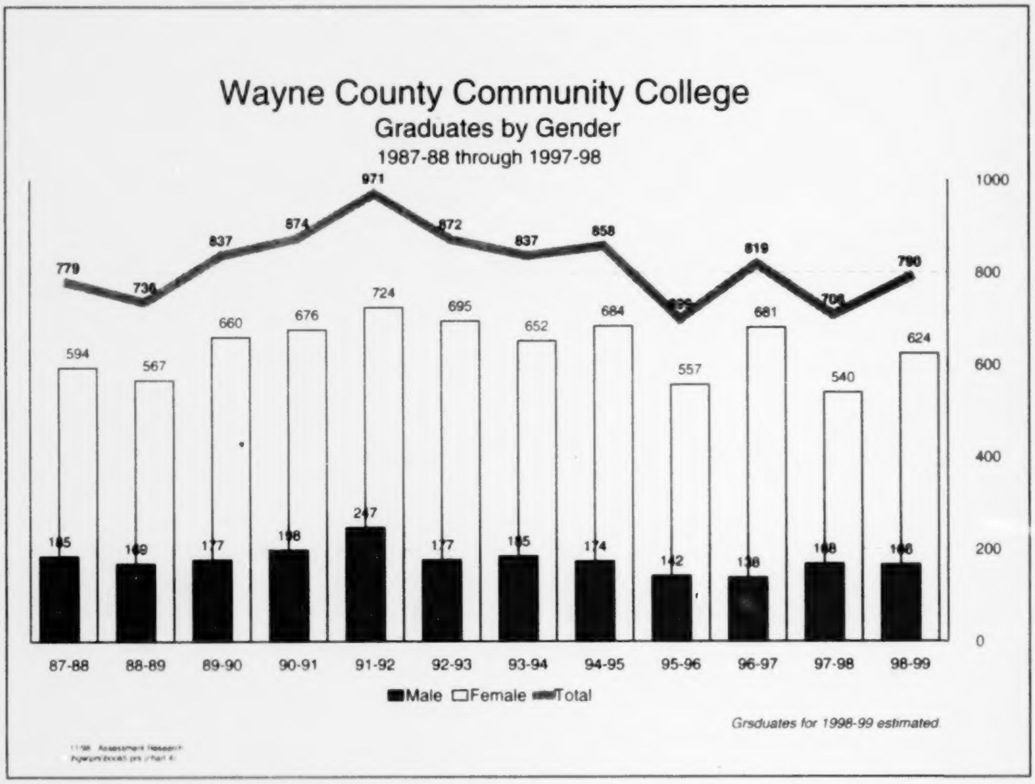

Associate Dean
Department of Nursing
Department of Allied Health
Department of Business Information Systems
Department of Transportation Technologies
Department of Electrical/Manufacturing Technologies
Registered Nursing
Nursing Assistant
Dietetic Technology
Occupational Therapy Assistant
Veterinary Technology
Dental Assisting
Dental Hygiene
Emergency Medical Technology
Pre-Physician Assistant
Pharmacy Technology
Emergency Room/Multi-Skilled Health Care Technology
Interior Design
Surgical Technology
Respiratory Technology
Accounting
Business Administration
Computer Information Systems
Office Information Systems
Aviation Mechanics - Airframe
Aviation Mechanics - Powerplant
Heavy Equipment Maintence
Professional Truck Driver
Autobody Repair
Automotive Service Technology
Architectural Construction
Electrical/Electronics Technology
Facility Maintenance
Heat/Ventilation & Air Conditioning
Industrial Computer Graphics Technology
Manufacturing Technology
Welding Technology

BEST COPY AVAILABLE

In addition to the MACRAO agreement, most of the college's associate of applied science degree programs have established transfer articulation agreements with individual four-year institutions. Articulation agreements are signed by the vice chancellor for educational affairs. (Resource Room)

Congruent with its mission, the college continues to be a national leader in the number of minority graduates with associate's degrees. In 1996-97, Wayne County Community College District ranked 26th overall in the number of minority graduates, and it ranked fifth in the nation in the number of associate's degrees granted to African-Americans. The college also ranked 40th in the number of associate's degrees in nursing conferred in 1996-97.

Figure 37: Graduates by gender, 1987-88 (actual) through 1998-99 (estimated).



An area of concern to the college is the lack of systematic data on the transfer of our students to other colleges and universities. While some universities have provided the college with information on transfers, these data are not consistent and we are absent information from Wayne State University and other Southeast Michigan institutions. The college has attempted to address this issue by membership in the Transfer and Articulation Consortium, a voluntary assemblage of two-year and four-year institutions, primarily from Southeast Michigan, that have developed a format for the electronic exchange of unit record transfer data. Capacity issues and questions regarding confidentially (e.g., FERPA concerns) have impeded even this group's ability to provide systematic data among its members. One of the Michigan Community College core indicators of performance is *Performance at transfer institution (Core indicator IIc.).* The Michigan Community Colleges Association (MCCA) is currently addressing this issue with the President's Council of Four-Year Public Institutions in an attempt to secure the exchange of unit record data between four-year and two-year institutions.

As the arts and sciences division prepares for the 21st century, certain challenges must be addressed. For example, the institution needs to formulate immediate academic priorities. It needs to develop processes that are driven by both quantitative as well as qualitative data. Integrity in policies and procedures for scheduling classes must be ensured. Progress needs to be made in creating class schedules that are student-oriented rather than "roll-overs" of past practices. Similarly, the college needs to ensure that minimum class size is adhered to, unproductive sections are cancelled, and courses are properly sequenced.

Another challenge to the institution is to provide increased opportunities for faculty to examine and discuss the essential values of education, as expressed through excellence in teaching and learning. Our discourse has often been on other, less important, issues. The example set by the assessment initiative needs to be expanded. The full implementation of the reorganized governance structure should also facilitate additional opportunities for dialogue.

The Division of Career and Technical Education

Reflecting its mission statement, career and technical education offers a wide range of programs addressing the needs of the district. The career and technical education division offers a full range of technically-oriented certificate and associate's degree programs. (See the college's *Catalog* for a complete listing of all programs.) These programs provide the skills necessary to enter a profession or for career advancement.

Figure 38: Employment and wages of graduates, 1996.

Michigan Performance Indicators
Employment and Wages of Graduates

One of the core performance indicators adopted by Michigan's community colleges includes *Employment and wages of graduates (Core indicator IIe.).* In a pilot with the state's Unemployment Agency in which the college participated, for the four quarters of 1996, ***71 percent*** of the prior three graduating classes were found in the state's wage and employment database. They generated almost ***$35 million in wages, averaging almost $20,000 per graduate for the year.***

The career and technical education division is organized into five program clusters under the leadership of an associate dean and full-time campus assistant deans for instruction. The clusters are

- Business information systems,
- Electronic/manufacturing technologies,
- Allied health,
- Nursing, and
- Transportation technologies.

The career and technical education division provides courses and programs of study for

- skill development/enhancement;
- entry to a profession; and
- career advancement.

Various programs demonstrate high state exam pass rates and employment placement of graduates.

Figure 39: Licensure and certification, selected allied health programs, 1995-1999.

Michigan Performance Indicators
Licensure/Certification

	1995 *(Actual)*	1996 (Actual)	1997 *(Actual)*	1998 *(Actual)*	1999 *(Goal)*
Registered Nurse	**80.8%**	**83.2%**	**85.4%**	**67.6%**	**85%**
Number Passing	122	99	117	98	85
Number Taking	151	119	137	145	100
Dental Hygienist	**100%**	**100%**	**100%**	**100%**	**100%***
Number Passing	22	21	21	20	20
Number Taking	22	21	21	20	20
Emergency Medical Technician	**43.3%**	**53.3%**	**53.3%**	**50.0%**	**85.7%**
Number Passing	13	32	46	21	36
Number Taking	30	60	86	42	42

* *Actual*

The college has initiated new academic programs to respond to identified community needs. These include, for example, transportation technology and lawn and ornamental plant maintenance. A number of other initiatives, such as casino gaming and the Voyager program, are responsive to community needs and have been initiated and/or are being explored.

Program Review

The college has in place a "Program Review" system for its occupational programs. Each program is required to undergo review at least once every five years, unless specialized accrediting standards require a shorter cycle. The college files a schedule of state-board-approved programs to be reviewed each year, as well as summaries of those reviews, with the Michigan Department of Education (MDE). In addition to the use of "PROE" (Program Review of Occupational Education) instruments, which are approved by the MDE, the college has an extensive data collection and review instrument that guides the review process. On the basis of these reviews, adjustments to programs — up to and including recommendations for program elimination — are made.

An area of concern is the timely completion of program reviews according to established schedules.

Standards and Measures

The college also participates in the state-mandated ***Standards and Measures*** system. These measures are predicated on the assumption that occupationally-enrolled students, and specifically special populations students, should be achieving academically at no less a rate as "traditionally"-defined students. Data are generated each year to permit the flagging of occupational programs in which occupational students are achieving academically at a lower rate than their cohorts. Appropriate academic achievement is defined as ***successful*** (2.0 GPA or better) course completion. Academic skills are measured in three areas:

1) ***Basic academic skills*** (developmental education courses)

2) ***Advanced academic skills*** (non-occupational, non-developmental, general college level courses)

3) ***Occupational work skills*** (program-specific occupational courses)

As displayed in the chart below, special populations students have shown reasonably appropriate academic achievement. In each of the measurement years, in fact, they outperformed other occupational students or established benchmarks in two of the three academic areas.

- In 1993-94, special populations students successfully completed "basic academic skills" and "occupational work skills" courses at higher rates than their counterparts. However, they successfully completed "advanced academic skills" courses at a lower rate.
- In 1994-95, special populations students outperformed regular occupational students in "advanced academic skills" courses and again in "occupational work skills" courses. Their success rate in "basic academic skills," however, was lower than that of other occupational students and showed a lower completion rate than in the prior year.

Figure 40: Michigan standards and measures, 1993-94 through 1997-98.

Michigan Standards and Measures

Year		Basic Academic Skills Rate	Advanced Academic Skills Rate	Occupational Work Skills Rate
1993-94	All Occupational (minus *Special Pops*)	55.90%	69.06%	78.29%
	Special Populations	62.22	63.20	83.73
1994-95	All Occupational (minus *Special Pops*)	55.47	72.22	76.75
	Special Populations	47.22	76.68	81.69
1995-96 & 1996-97	**2-Yr Benchmark**	**56.26**	**70.97**	**71.48**
1997-98	All Occupational (minus *Special Pops*)	54.80	73.91	85.09
	Special Populations	59.55	67.14	82.15

- In 1997-98 (the first year in which comparisons could be made to a prior two-year benchmark), special populations students outperformed other occupational students in "basic academic skills" only. Nevertheless, they successfully completed both "basic academic" and "occupational work skills" courses at rates above the benchmark. Their completion rate in "advanced academic" courses was lower than both their occupational students cohort and the two-year benchmark.

Occupational faculty and program directors use these standards and measures data to construct annual improvement plans submitted to the Michigan Department of Education as part of the college's "Three-Year College Plan." (See copies of these plans and standards and measures reports in the Resource Room.)

BEST COPY AVAILABLE

Distance Learning Department

The Department of Distance Learning, formerly known as the Instructional Telecommunications department, was established in 1997 to meet the needs of faculty and students participating in the district's telecourse offerings — the first distance learning methodology introduced at the district in fall 1981. The department established its goals and objectives to support the district's board of trustees' policy on distance learning, adopted in March 1996, and in congruence with the college's mission statement.

Figure 41: Board policy statement compared to distance education mission.

Board of Trustees Policy Statement	Mission Statement
Wayne County Community College is committed to providing greater access to educational courses and programs, both credit and non-credit, through distance learning technologies and methodologies. Distance learning technologies and methodologies may be used: 1. To deliver Wayne County Community College courses and programs to its student, community and business constituents, 2. To export Wayne County Community College courses and programs for off-campus offerings at remote sites, and 3. To import courses and programs not offered by Wayne County Community College for its student, community and business constituents.	It is the mission of the Wayne County Community College District distance learning department: 1. To explore and develop distance learning technologies and methodologies which provide greater access to all levels of education and training, 2. To work with appropriate departments and staff to develop partnerships with schools, colleges and universities to provide and receiv curricular offerings using distance learning technologies and methodologies, and 3. To work with appropriate departments and staff to establish partnerships with business and industry to provide training as needed using distance learning methods and technologies.

The distance learning department provides alternative delivery systems for the district's credit and non-credit courses and programs. The department has primary responsibility for satellite teleconferencing, telecourse offerings, and courses delivered/received via interactive television (ITV) technologies. It also provides faculty and student support services, such as professional development and training opportunities, and student/faculty communications mechanisms.

To ensure that faculty are well prepared to teach within a distance learning environment, certification training has been developed for both telecourses and interactive television

(ITV). Faculty are required to complete training prior to being eligible to teach these distance learning courses.

Telecourse certification and faculty responsibilities are obtained for each course requested. A blanket process is not used because each telecourse is unique in its design and includes specific instructional tapes, a study guide, and recommended text. Certification is a one-semester process during which the faculty member in training is mentored by the faculty member currently teaching the course. Review of all instructional materials, observation of at least two on-campus class sessions, and a department orientation are included in this training. (See Resource Room.)

Twelve hours of instruction have been developed for ITV certification. This instruction, designed, developed and delivered by the director of distance learning, includes equipment operation, instructional strategies, course development, and concludes with a 15-minute demonstration by the faculty in training using the techniques learned in the 12 hours of instruction. Training is offered a minimum of three times a year, typically at the end of each semester.

Through the use of telecourses and ITV classes, the department supports the provision of liberal arts and occupational programs leading to associate's degrees and certificates. Students may complete the associate of arts or general studies degrees exclusively through telecourse offerings. Many of the telecourses support students in the business studies programs. All telecourse offerings will transfer to colleges and universities that accept the on-campus equivalent of the telecourse.

In 1994, in response to an inquiry from its NCA staff liaison, the college submitted a description of the college's telecourse program, requesting clarification as to whether a request change of status was necessary. The college was informed that no change of status was necessary. (See Resource Room.)

Interactive television allows the college to simultaneously offer advanced level courses at two campuses that may be otherwise difficult to hold due to low enrollments. Ideally, the combined enrollments will result in one viable section making it more cost effective to offer advanced level courses for degree or program completion.

Figure 42: Student credit hours, telecourses and ITV, 1998-99.

Telecourse/ITV
Student Credit Hours

Summer 1998	Fall 1998	Spring 1999
1,443	2,756	2,396

Students on a regular basis evaluate the telecourse offerings. Because the instrument used for on-campus student evaluation of instruction is inappropriate for distance learning courses, an independent evaluation form was developed in 1986 and is still in use today. Based on the responses collected through this instrument, the overall telecourse offerings receive better than average to high ratings. However, the instrument is being reviewed and faculty are providing input for the purpose of revising the instrument. Student evaluation of instruction instruments for ITV courses have not yet been developed, but faculty are providing input for the purpose of developing such an instrument. It is anticipated that both the revised telecourse evaluation form and the newly created ITV evaluation form will be in place by the fall 1999 term. The Assessment Steering Committee has recently added a faculty coordinator for this area to address more directly assessment-related issues. The coordinator and department staff have proposed a pilot project, which will be implemented during 1999-2000, using student focus groups to provide classroom assessment data for the purposes of improving student instruction.

The distance learning department is essentially a service unit of the district. Both satellite teleconferencing and interactive television (ITV) technologies are being used to facilitate meetings, information sharing, and educational information resource sharing. Both technologies are available for rental/use by staff, faculty and community groups and agencies. The department downlinks approximately three to five live video programs per month for external groups/agencies or for taping resource programs for placement in the central LRC for use by faculty and staff, or for use by the department sponsoring the downlink. The department is also providing ITV connections and rooms for meetings of professional organizations within the college district and as remote site locations for some Michigan State University programs that do not compete with WCCCD curricular offerings.

The distance learning department has received two awards:

- "Going the Distance" recognition certificate from PBS/Adult Learning Service, 1993.
- "Creative and Extensive Use of Telecourses" award from the Annenberg, CPB Corporation, 1989.

The distance learning department contributes to two of the primary components of a higher educational experience — teaching and service. One of the primary concerns of the department is to provide faculty with the training and guidance necessary to design, develop, and deliver effective instruction using distance learning technologies. The department is now researching those training aspects necessary to prepare our faculty for developing and delivering effective on-line instruction.

ASSESSMENT OF APPROPRIATE STUDENT ACADEMIC ACHIEVEMENT IN ALL OF ITS PROGRAMS.

Because of the special circumstances faced by the college with the requirements imposed by the 1997 Focused Visit, these purposes and learning outcomes, reflecting the continued implementation of our developing assessment, are best viewed through the following separate documents available in the Resource Room:

- *"Monitoring Report"* (August 1997),
- *"Plan for the Assessment of Student Academic Achievement: Assessing Student Learning and Institutional Effectiveness"* (December 1997)
- *"Progress Report"* (June 1998),
- *"Progress Report"* (February 1999), and
- *"Progress Report Update"* (September 1999).

The assessment of student academic achievement at Wayne County Community College District has moved beyond the establishment of a basic plan, which was accepted by the NCA in January 1998, to the creation of a campus culture where collaborative efforts create a climate that promotes learning. For our institution, like many others, this has been an opportunity for institutional renewal. Many elements of this renewal can be seen in our current response to the "Five Evaluative Questions for Assessment Plans," framed by the Commission on Institutions of Higher Education.

THE FIVE EVALUATIVE QUESTIONS

1. The plan is linked to the institution's mission and goals.

A key result of the assessment process over the past few years has been the renewed discussion and evaluation of the college's mission to "promote the educational, cultural, and economic development of the community by providing quality education." Both programs and departments have worked on revitalizing, or reestablishing, a vision or mission that is clearly aligned with the college's goals. Throughout the institution, new mission statements have been written and adopted. In turn, this has led to program, curricular, and course reviews that have been focused on reflecting the mission of the institution, meeting the needs of the students, and fulfilling our promise to the community. (Many of these unit, department, and program mission statements are arrayed in a document entitled "Parallel Mission Goal Statements Derived from the College's Mission Statement," which is available in the Resource Room and summarized in Chapter 3 above.)

A key element of the February 1999 "Progress Report" included revised mission statements in many areas. Because the content and quality of the statements varied, subsequent steering committee meetings focused on this issue. Coordinators then reported back to their faculty, which led to further discussion and revision of the statements. For example, a key part of the science faculty's discussion at the April 1999 Assessment Day led to the development of a revised mission statement.

> *The mission of the science department is to strive to develop in its students basic skills and knowledge related to multiple science disciplines and the ability to think critically and apply and evaluate data. (Revised April 1999)*

General education core abilities now reflect the mission with specific statements that focus on student academic achievement inside and outside the classroom. The institution is in the process of mapping these core abilities throughout the curriculum to ensure that the institution's goals are met. Departments and programs have used these goals in setting up their assessment strategies. Through mapping and a systematic approach to assessment, faculty are learning to understand how they are successful and where they fail. This approach reflects our faculty's belief that the values of general education are infused throughout the curriculum and are often defined in practice by faculty in the disciplines in which instruction and learning take place.

Focusing on the mission has helped the institution to renew its sense of community. Assessment creates collaboration which allows us to celebrate and emulate successful strategies, and identify and remedy failures. Increased interaction between programs and departments has renewed recognition of our interconnected roles in meeting our mission.

The Curriculum Committee has made an assessment component a requirement in order for new courses or programs to be added to the curriculum. Because this is a new requirement, the steering committee is still reviewing appropriate components to be included. One area that must be reinforced is that programs and departments realize that assessment is not a one-time process, rather that it is a continuous inquiry into improving what it is we do every day with our students. Some areas will need to establish schedules to ensure that there is a continuous cycle of review, ensuring that faculty continue to fulfill our mission.

2. *Faculty have participated in the development of this program, which is institution-wide in scope.*

One of the strongest elements of our assessment initiative has been faculty participation. Since the founding of the college in 1969, faculty have had primary responsibility for developing programs, articulating course objectives and outlines, preparing for accreditation and program certification, and evaluating student success. Faculty continue to show involvement by their willing participation in the assessment process. From discussion and approval of the plan itself to subsequent steps in implementing the plan, the majority of our faculty have been committed to seeing assessment work.

In 1996, an Assessment Steering Committee was organized. Committee members, representing all the major academic areas of the college, now come from each of the campuses and include both full-time and part-time instructors. Faculty coordinators have been given release time in order to help organize the college's assessment initiative. These coordinators have worked to coordinate both the overall institutional assessment plan and departmental plans that are consistent with the institution's mission. Membership has rotated in response to the exigencies of teaching loads and personal time commitments and reflects an ever-widening web of participants with knowledge about the processes and goals of assessment. Since 1996, approximately 35 faculty have participated on the Assessment Steering Committee in some capacity.

The committee has sponsored at least one workshop per term to assist both full- and part-time faculty in developing assessment projects and learning techniques. In addition, committee members set up informal "brown bag lunches" to help familiarize faculty, students, and staff with assessment. These activities are projected to continue indefinitely. Faculty interest and involvement is clearly demonstrated by the fact that more and more faculty express interest and willingness to participate. In April 1999, when the committee convened the college's first *Assessment Day*, approximately 100 faculty and staff attended, representing all disciplines. Attendees actively participated in a self-organizing day-long discussion on assessment-related issues.

3. Assessment will lead to institutional improvement.

Our first assessment cycle has been completed and departments and programs are now in the process of reviewing criteria, techniques, and results. Assessment Steering Committee members have submitted reports documenting the assessment activities in their areas throughout each year. These reports and other pertinent material are captured in "portfolios" that each coordinator maintains. A major part of the first Assessment Day — a college-wide in-house assessment workshop in April 1999 — was devoted to an exchange of ideas that would lead to institutional improvement.

Several changes have been made based on the information gathered during the first cycle. Several recommendations have been submitted to the vice chancellor for educational affairs and to the chancellor. For example:

- The mathematics department has developed a departmental exit exam for Math 105, a beginning, foundation course. Faculty are engaged in reviewing the first iteration of this exam.

- The college has approved the English department's recommendation for the establishment of prerequisites for enrolling in English 110, the first college-level English course offered by the college. This recommendation is intended to improve the likelihood that students will be able to satisfactorily complete this course that is a requirement for all degrees offered by the college.

- The dental hygiene program has adopted competency-based education as a result of its participation in a three-year allied health grant through Texas A&M University and the Baylor College of Dentistry. In addition, they are re-evaluating admissions criteria, using primary trait analysis rubrics for program-wide evaluation of student performance, and adding more assignments that stress critical thinking.

- The distance learning department has revised and administered a survey of all distance learning students designed to evaluate both courses and the department. These data are now being reviewed.

- An important result of the April 1999 Assessment Day was a consensus across disciplines that a key goal for faculty in the 1999-2000 academic year is to ensure consistency in course content, including uniform syllabi in several areas and the adoption of some kind of departmental final exams in others. It is important to note that these decisions were determined by faculty and not imposed by the administration. By allowing such decisions to arise from a faculty-driven assessment process, it is possible to increase faculty involvement in assessment and ensure that the process becomes firmly embedded in our institutional life.

- Also, with the positive experience of Assessment Day, the college has negotiated a calendar change for fall 1999 that will schedule our faculty organization day for a Saturday, instead of the typical Wednesday before classes begin. This will address two issues: first, it should be possible to provide for more full-time and part-time faculty interaction; and second, it will clearly signal that faculty concerns can be addressed in a proactive way.

Career programs, many of which already had assessment plans required by an accrediting agency, have continued to refine assessment techniques. Many faculty in these areas attended a workshop, co-sponsored by the Assessment Steering Committee and the dental hygiene program, on competency-based education in October 1998.

Departments in general education are integrating assessment practices into their course plans. Course syllabi continue to be revised in alignment with the core abilities. The core abilities have been mapped across the curriculum.

Departmental budget decisions are now, in part, based on information that has been gained during the assessment process.

The Assessment Steering Committee administered to all faculty the "Seven Principles of Good Practice" at the fall 1998 all-faculty organization day. Faculty are now reviewing the results within their departments and disciplines.

The committee believes that our assessment process is realistic, manageable, and has already begun to effect student success. It is now time to document the results of these efforts so that faculty can continue to make a significant difference in our institutional effectiveness.

4. The timeline is realistic and appropriate.

The timetable under which the college has operated was dictated by our failure to have in place an acceptable assessment plan by the time of our 1997 Focused Visit. In retrospect, it was *unrealistic* but *appropriate*, under the circumstances. The college met all of the requirements set forth by the NCA. The "Monitoring Report" was submitted by August 1997; our assessment plan was submitted by December 1997; the plan was approved by the NCA in January 1998; our first "Progress Report" was submitted by June 1998; the NCA accepted this report and lifted the requirement for a second "Progress Report." Even though no longer required, the Assessment Steering Committee completed the second "Progress Report" in January 1999 in order to report its continued progress to the college community.

The committee will establish an annual reporting/revision cycle that will ensure that timelines are realistic and appropriate and that assessment becomes an even more integral part of the college culture.

The committee needs to ensure that programs and departments focus on assessment and understand its cyclical nature. At this point, many departments have timelines for progress that are too vague. The committee also needs to work to make sure that feedback and revision are made part of the process in every area, integrating unit, program, and divisional timelines and activities.

5. The program is appropriately administered.

Appropriate human, fiscal, and financial resources have been made available for the implementation and continuation of the assessment process. The vice president for educational affairs took responsibility for the process by locating a support office in the educational affairs division. The Assessment Steering Committee has been given the assistance and support of the senior assessment analyst. Additionally, the institution has approved continued budgetary support for college-wide assessment and steering committee-sponsored activities. This support has included, but not been limited to:

- Appropriate resources for in-lieu-of and in-addition-to assignments for faculty coordinators;
- Budgetary support for assessment-related conference attendance and travel by faculty and staff;
- Budgetary support for in-house workshops, convocations, and meetings; and

- Resources for special classroom assessment pilot projects.

To enable assessment coordinators, division leaders, and campus assistant deans to work cooperatively toward continuous improvement and to help address the problem of assessment activities administration and integration, the steering committee held a workshop in May 1999. This workshop was designed to provide quality improvement tools to these individuals from across the institution who have "administrative" responsibility to ensure the program's effective implementation.

"CONNECTING THE DISCONNECTS": WHAT REMAINS TO BE DONE

The committee has also reviewed the list of the characteristics of an effective assessment program in the paper authored by Dr. Cecilia Lopez, "A Decade of Assessing Student Learning: What We Have Learned; What's Next?" (April 1999), which asked the following questions.

1. ***Have we used every means known to be effective in involving faculty and students in the assessment program?***

Shortly after its formation, and again one year into implementation, the Assessment Steering Committee held strategic planning sessions. During these meetings, it became apparent that clear and regular communication throughout the college was vital if an effective assessment policy was to be created. A key element to a successful assessment plan was to form strong, consistent channels of communication. These three channels were

- use of faculty coordinators who would serve as a liaison between the committee and the divisions/departments;

- use of workshops, training sessions, and conferences; and

- development of publications, library resources, and other information tools.

To aggressively address the issue of student involvement, the Assessment Steering Committee recently voted to establish a Student Advisory Committee on Assessment. It is expected that students from all major programs and disciplines will comprise this committee, which will meet at least quarterly to provide feedback and input to the steering committee, perhaps in a focus group format. Initially, faculty will recommend student representatives, with no restriction on whether these are former or current students. Faculty sponsorship will help to ensure student participation as well as encourage broader faculty involvement.

It has been a major tenant of the college's assessment initiative that a successful institutional assessment program would need rich faculty, instructional, and organizational development at its core. The committee's strategy, therefore, has been to use assessment as the driver and funder of the faculty/instructional/institutional development effort. This holistic view sees assessment as setting a context for continuous improvement — faculty development is an ongoing effort encompassing a myriad of activities, from expert workshops to discussion tables at periodic faculty convocations.

Figure 43: Workshops and keynote speakers sponsored by Assessment Steering Committee.

Assessment
Workshops/Keynotes

"Workshop on Assessment for the Curriculum Committee" (R. Dowe, 5/96)

"A Workshop on Assessment: Principles, Mandates, and Imperatives" (R. Dowe, M. Oliver, T. Bushner, 7/96)

"Assessment and the Grading Process" (B. Walvoord, 8/96)

"Strategic Planning Session for Assessment Steering Committee" (D. Russie, 10/96)

"Classroom Assessment Techniques" (C. Walker, 1/97)

"Keynote: Introduction to Classroom Assessment Techniques" (C. Walker, 3/97)

"Constructing Scoring Rubrics" (B. Walvoord, 8/97)

"Keynote: The Role of Faculty in Assessment" (B. Walvoord, 8/97)

"Primary Trait Analysis" (B. Walvoord, D. Paige, F. Wray, 5/98)

"Moving Toward a Competency-Based Curriculum: Creating a Culture of Assessment" (A. McCann, P. Cohen, 10/98)

"Follow-up Strategic Planning Session for Assessment Steering Committee" (D. Russie, 12/98)

"Creating a Quality Department — A Faculty Seminar" (G. Shulman, 5/99)

"Workshops on assessment, primary trait analysis, and CAT's" (Assessment Steering Committee members, ongoing)

2. *Have we appointed or elected respected senior faculty to serve on the Assessment Committee?*

Most of the members of the Assessment Steering Committee have been teaching at the institution for many years, which makes it easier for them to communicate with the other members of their departments/disciplines. The current and past chairs have each worked at the institution for more than twenty-five years. The majority of the steering committee members, who are principally faculty assessment coordinators, are full-time faculty, and each of them has been with the college for over twenty years. Participation has been voluntary, with replacements often approached by retiring incumbents. These faculty have long-standing relationships within and outside of their departments which enables them to be effective mentors. The committee's representation is also broad-based, covering different disciplines and campuses.

In the past, the committee perceived a problem with fluctuating participation and too frequent shifts in faculty coordinators. During 1998-99, membership has become more stable, because, in part, of the continuing use of the faculty assessment coordinator position to serve as a catalyst for action and a conduit for information back to faculty.

At the beginning, two full-time faculty members, an English instructor and a nursing instructor, were named co-chairs of the Assessment Steering Committee. The steering committee now has a single chair, who is also a full-time English instructor in the arts and sciences division.

3. Have we done all we can to help every department agree upon program goals and measurable objectives and the measures that align with them? Have we provided opportunities for faculty development so faculty understand the vocabulary and concepts of measuring student learning with reliable and multiple measures of learning.

Several meetings organized by faculty coordinators were devoted to program goals and measurable objectives; all areas of the college have devoted considerable time to revising syllabi. The college has also brought in experts to discuss the writing of syllabi, writing objectives, and issues in grading, in addition to assessment-sponsored workshops on classroom assessment, outcomes-based objectives, and the use of primary trait analysis.

Nevertheless, divisions, departments and programs have reached different stages in their ability to design measurable objectives. Career programs tend to be farther along than many areas traditionally thought of as general education. Allied health programs all have assessment portfolios and have agreed upon a common mission statement, program-specific mission statements, goals, and measurable objectives. Although some departments and programs are working more slowly, this situation creates both advantages and disadvantages. To some, the progress may seem slow. We recognize, nonetheless, that this discussion of appropriate measures is extremely important in order to gain widespread support and agreement among faculty to the use of measures to document student academic achievement.

To familiarize faculty with the concepts of measuring student learning, the steering committee has provided (and will continue to provide) a variety of workshops on assessment. The assessment plan includes a glossary to provide a common basis for discourse. This also helps faculty to return to the plan to focus on the types of measures that they should consider adopting. One of the most valuable tools for helping faculty understand the idea of multiple measures has been the process of mapping the core abilities. The plan embraces multiple measures by permitting disciplines and programs to develop measures appropriate to their fields.

Figure 44: Assessment co-sponsored AADS regional workshop, October 1999.

AADS Regional Program
29 October 1999

Using Collaborative Learning to Improve Problem Solving and Critical Thinking Skills

Converting Clinical Evaluation Forms to a Competency-Based Format

Jointly sponsored by the American Association of Dental Schools and the Michigan Association of Dental Hygiene Educators
Hosted by
Wayne County Community College District Dental Hygiene Program

4. ***Have we provided faculty with the technical support they need to select multiple, valid, and reliable measures of learning, and to collect and interpret data?***

The college has supported assessment by assigning a senior assessment analyst to provide necessary technical assistance and support to faculty. It has also supported the acquisition of reference materials made available for faculty in the college's learning resource centers (LRC's), as well as distributed to faculty attending workshops. In addition, faculty have been encouraged to attend assessment workshops, seminars, and conferences.

This area will continue to pose a substantial challenge to our faculty who are not necessarily familiar with these concepts. At the present time, the institution does not have college-wide measures. This issue is being addressed in several areas, for example,

- The math department's development of a standard exit exam;
- An exit clinical exam for allied health programs;
- A pre-test/post-test system to be piloted in the business department (if sufficient faculty agree).

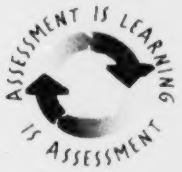
BEST COPY AVAILABLE

5. ***Have we established a system of feedback loops for reporting the results of assessment to all types of internal and external constituencies, and for capturing the decisions on how student learning could be improved that result from departmental discussion of the result?***

Coordinator portfolios, as well as the Assessment Steering Committee reports, provide a record of assessment activities. These activities are shared with the rest of the faculty and staff in a variety of ways. These methods and resources include

- A newsletter, ***Indicators and Measures: Update on Assessment.***
- A ***glossary*** of assessment-related terms (in the "***Plan"***).
- Design and use of an assessment ***logo.***

Figure 45: College assessment logo.



- Coordinator ***portfolios***.
- Distribution of the ***"Plan"*** in draft with a form soliciting comments.
- Redistribution of the final ***"Plan,"*** which reflected the changes made in response to faculty comments.
- ***Focused discussion*** about assessment at semi-annual faculty organization days.
- Establishment of a ***matrix*** for progress reports.
- Distribution of ***"Progress Reports"*** to faculty.
- ***Handouts*** (e.g., cards, flyers, articles, summary reports, etc.).
- Assessment section in the ***Faculty Handbook***.
- ***Library shelves*** devoted to assessment in each LRC.

- Faculty magazine on, and entitled, ***Best Practices***.
- Regular distribution of ***assessment techniques***.
- ***Posters*** (presented at national conferences and redisplayed internally).
- The establishment of a college-wide ***definition of assessment***.

Figure 46: Assessment Steering Committee's adopted definition of assessment.

OUR ADOPTED DEFINITION OF ASSESSMENT

"Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.." (Thomas A. Angelo, "Reassessing (and Defining) Assessment," in ***AAHE Bulletin****, November 1995, Volume 48, Number 3, p. 7.)*

- Presentations of ***pilot projects***.
- Survey on ***"The Seven Principles of Good Practice"***.
- Mapping of the ***core abilities*** in based on a ***"Philosophy of General Education."***
- ***Threaded discussion area*** on the Michigan community college's web site. ***MCCNet***. < http://db.mccnet.educ.msu.edu/discuss/soa/thread.asp >
- ***Video*** on assessment (in development).
- Establishment of a ***Student Advisory Committee on Assessment*** (fall 1999).
- ***Assessment Day***, a faculty convocation (participating faculty received a tee-shirt and a copy of Walvoord's and Anderson's book, ***Effective Grading***.)

(Examples and artifacts of many of these techniques, methods, and resources, including the coordinators' discipline portfolios, will be available for review in the Resource Room.)

Our system of feedback loops (and its complexity) is described, in part, in our poster presentation at the 1999 AAHE Assessment Conference. In fact, staff and faculty will have been invited presenters at seven conferences since September 1998.

BEST COPY AVAILABLE

Also, the college has entered into an agreement to serve as a beta site for the ***TracDat®*** assessment management software system. This will provide faculty with a common format for the identification of outcomes goals, linkages to mission and institutional objectives, and for data collection and periodic reporting. This information management and reporting system will be piloted in at least eight programs and/or disciplines and departments during the coming three years. Effective implementation of this software system will be dependent on and coincidental with the deployment and improvement of the college's computer network.

Figure 47: Conference workshop sessions and presentations, Assessment Steering Committee members and staff.

Date/Location	Conference	Session Title
September 1998 Traverse City, MI	*Leadership 21 10th Annual Conference, The Many Hats of Leadership*	*Interactive workshop:* "Whadja learn in school today? Student Outcomes Assessment Plans," Panelists: Carol Brown (Oakland Community College), Ronald Dowe (WCCCD), and Faye Schuett (Schoolcraft College).
November 1998 Indianapolis, IN	*1998 Assessment Institute Best Practices Fair*	*Poster and session presentations:* "Curriculum Mapping for Critical Thinking: Integrating the Assessment of General Education," Jo Ann Nyquist and Ronald Dowe (WCCCD).
February 1999 Lansing, MI	*Land 14th Annual Conference, Weaving the Strands of the Liberal Arts Fabric*	*Interactive workshop:* "Renewing Commitment: Providing Forums for Conversation," Mary Mahony and Ronald Dowe (WCCCD).
March 1999 Vancouver, BC	*American Association of Dental Schools 76th Annual Session and Exposition*	*Poster presentation:* "Curriculum Mapping for Critical Thinking: Integrating the Assessment of General Education," Jo Ann Nyquist and Ronald Dowe (WCCCD).
June 1999 Denver, CO	*1999 AAHE Assessment Conference: Assessment as Evidence of Learning: Serving Student and Society*	*Poster presentation:* "Communicating Assessment: Creating an Assessment Web," Ronald Dowe, Mary Mahony, and Sandra Nagel Randall (WCCCD). *Poster presentation:* "Curriculum Mapping for Critical Thinking," Ronald Dowe and Jo Ann Nyquist (WCCCD).
June 1999 Keystone, CO	*Annual Meeting of the National Dental Hygiene Program Directors of the American Association of Dental Schools*	*Presentation:* "Competency-Based Education," Jo Ann Nyquist (WCCCD) and Mary Johnson (Clark Community College).
October 1999 Lake Harmony, PA	*1999 Professional Organizational Development (POD) Network Conference*	*Interactive workshop:* "Dancing with the Devil" The Teaching/Learning Center and Institutional Assessment," Barbara E. Walvoord (University of Notre Dame), Ronald Dowe (WCCCD), and Philip Way (University of Cincinnati).

6. *Have we instructed the governing board about the purposes of assessment? Have we kept the governing board informed about the institution's assessment results and its efforts to use them to improve student learning?*

Members of the assessment committee and the senior assessment analyst have made appearances before the board discussing our successes and progress reports. Regular meetings on assessment have been held with the vice-president for educational affairs, who passes this information on to the board and senior administration in quarterly reports.

In 1998, the board issued a resolution accepting the "Plan for the Assessment of Student Academic Achievement: Assessing Student Learning and Institutional Effectiveness." (Minutes, Board of Trustees, 16 March 1998; Resource Room)

The steering committee has recently proposed that assessment be afforded some time at one of the board's regular retreats.

7. *Have we gained active Board and Senior Administration support for the assessment program?*

The administration has continued to provide financial support for the assessment committee. In fiscal 1999, the vice president for educational affairs allocated **$100,000** from the discretionary fund to support assessment. Logistic and time constraints impeded the committee from spending all of its budgeted funds. In fiscal 2000, **$100,000** has been allocated to the college's assessment initiative for administrative and operational costs. The administration continues to provide financial support for assessment efforts. Support for the assessment program is evidenced by staffing the assessment office with the senior assessment analyst, release time for faculty associated with assessment program tasks, and granting opportunities for faculty development and training.

8. *Have we integrated the assessment process, the planning process, and the budgeting process into a single timetable, and made certain that all faculty and administrators understand the sequence of steps and dates?*

While more integration is clearly needed, the clearest evidence of linking is provided by the continued separate budget for assessment activities. Further budgetary support is evidenced by the support of release-time payments for faculty assessment coordinators. For the fiscal 2000 budget hearings, the assessment committee developed a budget requesting continued resources for assessment. One challenge the committee faces is to encourage the establishment of procedures so that departments and programs integrate assessment into their planning and budgeting processes.

As part of the assessment process, budget requests are modestly being linked into assessment and planning at the program level.

9. Have we made certain that faculty and academic administrators know their roles in assessment? Are we promoting collaborative efforts between them?

The Assessment Steering Committee has worked closely with both administrators and faculty, serving as a liaison between the two groups in matters of assessment. For the most part, administrators realize that assessment is a faculty-driven process; they have used their roles to support the initiatives of the faculty. In order to improve this collaboration, in May 1999, the Assessment Steering Committee sponsored a two-day leadership workshop for assessment coordinators and administrators to work together to better plan future activities. Finally, the committee chair continues to meet regularly with the vice president for educational affairs.

TRANSCRIPTS THAT ACCURATELY REFLECT LEARNING AND FOLLOW COMMONLY ACCEPTED PRACTICES.

Wayne County Community College District is a member of the American Association of College Registrars and Admissions Officers (AACRAO) and of the Michigan Association of College Registrars and Admissions Officers (MACRAO). The college's transcript conforms to the guidelines established by AACRAO and MACRAO. Official and student copies of transcripts are issued by the registrar's office upon the written and signed request by the student. The MACRAO common core of general courses consists of six hours of English composition, eight hours of natural science/mathematics, eight hours of social science and eight hours of humanities. In general, technical, vocational, developmental and enrichment courses are not included in the MACRAO agreement. However, most technical and vocational programs have established articulation agreements with specific four-year institutions offering degree programs in related areas.

Students can transfer a minimum of thirty hours to four-year colleges under MACRAO agreements.

The college needs to develop an electronic transcript to better respond to its students and to provide a basis for future research regarding the transfer experience of our students.

EFFECTIVE TEACHING THAT CHARACTERIZES ITS COURSES AND PROGRAMS.

In the fall of 1998, the Faculty Inventory of ***"The Seven Principles of Good Practice in Undergraduate Education"*** was administered to all college faculty. Analysis of the results suggests that, overall, Wayne County Community College District faculty are conscientiously implementing methods of teaching and of interacting with the students that are recognized for their effectiveness. (Resource Room)

Faculty self-report that in-class student-teacher contact is strong, and student-student interaction within the academic scope of courses and programs is consistently fostered.

The one area of weakness revealed by the inventory is the apparent rarity of extra-curricular or out-of-classroom activities and contacts between the students and faculty in the arts and sciences division of the college.

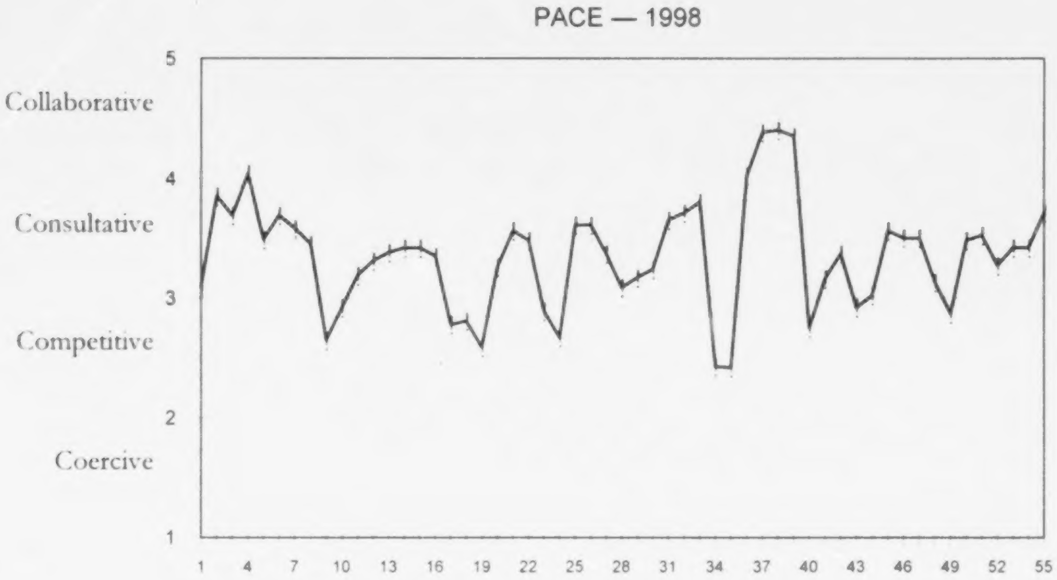
Regular evaluations of the faculty by their academic administrators are an on-going activity as defined by the Master Agreement with AFT Local 2000.

Student evaluation of instruction, unfortunately, has not been done for several years on a consistent, college-wide basis, although individual programs, particularly in allied health, and the distance learning department continue to conduct regular student evaluation of instruction. Nevertheless, a new instrument for such college-wide evaluation has been developed and has been piloted at selected sites. Both the administration and the faculty union are committed to reinstating universal student evaluations.

PACE Survey Results re Effective Teaching

In August and September 1998, the college collaborated with the National Initiative for Leadership and Institutional Effectiveness (NILIE) to adapt the "Personal Assessment of the College Environment" (*PACE*) survey to describe the opinions of personnel throughout the college. The purpose was "to obtain the perceptions of personnel concerning the college climate and to promote a more open and constructive communication among faculty, staff, and administrators." The following discussion is related to factors of "student focus," with eleven items, ten of which relate most directly to issues of effectiveness vis-à-vis students (items 45 through 54 in the chart above). These items were selected because, although not related directly to teaching, they all have impact on student learning in its broadest sense. These results suggest that all employee groups generally agree that the institution is student focused and that student needs are being met. To be truly student-centered, nevertheless, higher scores might be expected in this climate area, and this suggests various areas where improvement can be pursued.

Figure 48: PACE survey results on "coercive" — "collaborative" continuum, 1998.



In reviewing these items separately, the scores fall generally within the "consultative management environment" range, with only one falling in the "competitive" style range — "the extent to which administrative personnel meet the needs of students" (item 49). In the composite scores, rated highest is "the extent to which student needs are central to what we do" (item 45).

It is true that none of the "student focus" items, or their composite, are singled out as areas of excellence. Neither are any identified as areas of greatest concern.

In comparing the college to the *PACE* norm base from all the climate studies conducted at two- and four-year institutions since 1996, in "student focus," the college compares favorably with other institutions: for the survey sample at WCCCD, the composite score for student focus is 3.39, while the *PACE* norm base composite score is slightly higher at 3.56.

Figure 49: PACE survey items 45-49 — "student-focused" behaviors, 1998.

PACE Items 45-49			
Item	**Question**	**Rank**	**Score**
45	The extent to which student needs are central to what we do	1	3.56
51	The extent to which this institution prepares students for further learning	2	3.52
46	The extent to which students receive an excellent education at this institution	3	3.50
47	The extent to which faculty meet the needs of the students	3	3.50
50	The extent to which this institution prepares students for a career	4	3.48
53	The extent to which students' competencies are enhanced	5	3.42
54	The extent to which students are satisfied with their educational experience at this institution	5	3.42
52	The extent to which students are assisted with their personal development	6	3.27
48	The extent to which support services personnel meet the needs of the students	7	3.13
49	The extent to which administrative personnel meet the needs of the students	8	2.87

ONGOING SUPPORT FOR PROFESSIONAL DEVELOPMENT FOR FACULTY, STAFF, AND ADMINISTRATORS.

Faculty at Wayne County Community College District engage in a full and systematic range of professional development activities.

Professional memberships

The vast majority of faculty hold memberships in the professional organizations of their particular disciplines, and they regularly read scholarly and professional publications in their areas of specialization. This participation meets the expectations for an institution of higher education.

In a survey of faculty, fifty-four respondents reported that, in the past three years:

BEST COPY AVAILABLE

- Organizations in which they hold memberships total 114.
- Journals they read regularly total 116.
- On a regular basis, faculty members attend and participate in local, state, regional, and national conferences and workshops. Conferences attended total 120.
- Almost 50 percent took courses or completed degrees.
- Almost 20 percent received grants for research.

The specific organizations, conferences and journals represent the major professional organizations in the arts and sciences and vocational education. (Resource Room)

In-house workshops

Twice a year, at the beginning of the fall and winter semesters, a faculty organization day is held. This involves various professional development activities, including both outside speakers and programs, and in-house workshops, on both discipline-specific and (more typically) pedagogical issues. Upwards of 80 percent of full- and part-time faculty attend these sessions.

Since the beginning of Chancellor Ivery's administration, a consultant has been under contract to the college to provide a regular series of workshops for faculty focused on pedagogy. Five such workshops have been held since 1996. Several hundred faculty have been involved over the years.

With the beginning of the assessment initiative in August 1996, the Assessment Steering Committee began to offer regular workshops (conducted by outside experts, sometimes with in-house expertise) for faculty on assessment of student learning. Three to six workshops are offered each year, to faculty groups averaging 40 per workshop. Barbara Walvoord has addressed her primary trait analysis scales in the context of grading and assessment, and Charles Walker has worked with our faculty on classroom assessment. Additionally, the Assessment Steering Committee has co-sponsored workshops with other departments and programs, most notably the dental hygiene program and allied health department. These workshops have been opened to faculty from other institutions and attendance has steadily increased. Most recently, the college sponsored a workshop on the use of quality improvement techniques in the academic setting. Gary Shulman, of Miami University of Ohio, facilitated this workshop, which the steering committee opened to faculty from Schoolcraft College and Oakland Community College. These partnering initiatives will continue.

In some prior contracts, professional development resources were specifically defined as a faculty benefit. The faculty were not bound to focus on any particular aspect of professional development. Funds referenced by the contract were used (sometimes abused) for either personal or professional reasons.. In the negotiated contract of 1993, the contractually-guaranteed amount was abolished.

For the first time, professional development monies are allotted for activities that support the college's mission and goals. This does not always satisfy individual agendas, but it has been beneficial in the efforts related to assessment, leadership, and improving services to students.

A highly-experienced, mature faculty such as ours can be resistant to new ideas and reluctant to change. While professional development activities do not always lead to the real innovation and improvement that might be hoped for, they continue to be the centerpiece for implementation of the college's assessment initiative and other change efforts.

PACE Survey Results re Professional Development

In the *PACE* survey, four items can be construed to relate to professional development:

- *The extent to which my manager emphasizes my personal development (item 5): 3.49*
- *The extent to which my skills are appropriate for my job (item 37): 4.38*
- *The extent to which my manager helps me to improve my work (item 42): 3.37*
- *The extent to which I am provided training necessary to master all aspects of my job (item 44): 3.02*

All of these items, overall, fall within the "consultative" range. Of these four items, nevertheless, the extent to which necessary training is provided is rated the lowest and suggests that this is an area of concern. The following chart indicates the differences in responses between the various employee groups.

Administrative personnel rated three of the four items lower than did their counterparts in other groups, while "technical/campus operations" staff rated the same three items the highest of any employee group. There seemed to be relative concurrence among the four groups that their skills are appropriate for their jobs, but there is disparity among them as to whether there is an emphasis on personal development, managerial support for improvement, and necessary training.

Figure 50: PACE survey items (5, 37, 42, 44) — support for "professional development," 1998.

***PACE* Items 5, 37, 42, and 44**

Item	Question	Administrative	Administrative Support	Faculty	Technical/Campus Operations	
5	**The extent to which my manager emphasizes my personal development**	3.35	3.66	3.42	3.92	
37	**The extent to which my skills are appropriate for my job**	4.44	4.31	4.45	4.08	High
42	**The extent to which my manager helps me to improve my work**	2.92	3.80	3.25	3.96	
44	**The extent to which I am provided training necessary to master all aspects of my job**	2.83	3.04	3.06	3.16	Low

Although *"the extent to which my skills are appropriate for my job" (item 37, mean score 4.38)* is identified as one of six items representing areas of excellence at the college, *"the extent to which I have the opportunity for advancement within this institution" (item 40, mean score 2.75)* is identified as one of six items needing improvement.

Within the context of the institution's recent emphasis on the importance of professional development, these differences are problematic. Minimally, they suggest areas that need to be targeted for improvement.

STUDENT SERVICES THAT EFFECTIVELY SUPPORT THE INSTITUTION'S PURPOSES.

Student Affairs

The Student Affairs Division was renamed in 1998 the Office of Enrollment Management and Student Services (OEMSS). This change reflected the college's desire to increase attention to the goals of recruitment, retention, and assistance to students. The division provides students and staff with information on admission, program offerings, testing and orientation, international student regulations, academic support services, student activities, career counseling, and veteran affairs.

The office of enrollment management addresses the college's vision of providing an outstanding, student-centered environment. It also works to meet the college's stated educational purposes of being "student oriented and consumer driven," "informing the communities of our programs and services," and of providing "career and personal counseling, academic advising, placement and other support services that enhance student's social, academic and economic development." (See *Chancellor's Vision* and *Institutional Objectives.*)

This division provides students in the traditional curriculum the opportunity of programming that contributes to their personal and academic development. All students are eligible for the student services provided on the campuses, but until now no coordinated and systematic needs assessment has been conducted to determine whether the services are ones these students need or desire. The college will have to commission a task force to study the needs of adult learners in relation to student policies and services.

In 1999, enrollment management and student services developed a mission statement to guide the activities of the various student affairs programs in the current phase of Wayne County Community College District's development.

> *The mission of the Enrollment Management and Student Services Division is to recruit, retain, and assist students in preparing to enter, as well as persist, at Wayne County Community College, from entry to exit.*

Student services achieves this mission through the following functional areas:

- Academic support
- *ACCESS* (Access College Careers and Education Support Services) (special populations)

- Admissions
- Career planning and placement
- Counseling
- Health and wellness
- International students
- Records and registration
- Student activities
- Veterans services

Records, Registration, Admissions

Because of the variety of tasks and the diversity of the college's service area, this functional area encompasses a wide array of activities and strategies to effectively provide service. With site-based management, the delivery of services at the campuses is flexible to meet the diverse needs of their constituents. The following describe typical student services activities.

The admissions office helps prospective students gather information about the college and assists students through the enrollment process. It provides students with information on specific programs, special admissions requirements for allied health programs, ASSET assessment, orientation, and financial aid.

At the time of admission, during their orientation session, students new to the college must present test results from the American College Testing Service's ASSET. While there are no minimum scores required, the ASSET scores provide guidance for course recommendations and are used in an advisory capacity only.

The registration office handles the technical and clerical tasks of student registration. This office also processes student withdrawal forms and responds to questions regarding the registration process.

The records office complies with the Federal Educational Right to Privacy Act (FERPA) guidelines, providing a repository for student records and responding to student transcript requests.

Enrollment Management and Admissions

The **Community College Awareness Day** activity provides high school students with an overview of the college and the opportunities available at Wayne County Community

College District. It provides young, prospective students with information and gives them the opportunity to share their high school experiences with each other.

To provide area high school students with potential career information, the college sponsors **Careers in Higher Education**. This activity exposes urban and suburban high school students and teachers to college students and staff, enabling them to see career options other than law, medicine, or engineering.

The entire campus community participates **in African-American History Month Celebration**. Faculty and staff use this opportunity to educate students of the contributions of African-Americans. Staff, students, faculty, and the community participate.

Each of the campuses sponsors **Principal/Counselor Luncheons**. Guests are provided with a campus tour. Campus assistant deans are invited. This is an opportunity to highlight accomplishments and to network with area high school principles and counselors. Evaluations from guests are generally positive, and some schools request special visitations.

In a retention strategy geared for new students, campuses hold **Meet the Provost** sessions. This gives students an opportunity to meet the person responsible for the campus and to get acquainted with other students, staff, and faculty, easing them into their new college experience.

Student Retention

At various times during the past eight years, the college has attempted to address the issues surrounding student retention. In 1993, a focus group of student affairs staff was convened and a report was issued. In 1997, an outside consulting firm was retained to conduct a comprehensive review of student affairs issues. This group studied phone responsiveness and conducted a series of student focus groups, issuing a final report and recommendations. Also in 1997, the college convened a Retention Committee that met several times and issued recommendations. In 1998, the college retained a consultant to perform an audit of financial aid and student admissions and registration. Also in 1998, a comprehensive enrollment management report and recommendations were issued. Finally, both in 1998 and 1999, the college submitted applications under Title III, Strengthening Institutions, that, if funded, would help address the identified issues of student retention.

Students entering WCCCD have the following general characteristics:

- They do not enter directly from high school.
- They enter with a mean age of 26.
- Eighty-five percent score below college level placement in writing skills.
- Eighty-seven percent score below college level placement in reading skills.

- Ninety-seven percent score below college level placement in numerical skills.
- Fifty-five percent intend to attend part-time, while 43 percent intend to attend full-time, and 2 percent "don't know."
- Forty-one percent report working 32 hours or more per week.
- Almost 75 percent are female.
- Seventy-six percent say they need help with financial aid.
- Sixty-seven percent of the students who are half-time, up to and including full-time, are Pell grant recipients.
- Those who do persist to graduation take 10 enrolled terms (not necessarily consecutive) to graduate.

The student scores on the ASSET for fall 1998 are typical of all students entering the college in any term. These academic deficits play a role in whether or not students are able to persist in attendance.

Figure 51: ASSET scores for new students, fall 1998.

Fall 1998 ASSET

1. 85% are below college level in writing skills
2. 87% are below college level in reading skills
3. 97% are below college level in numerical skills

Reading	37.28
Language Usage	36.79
Math	34.71

For the fall 1998 semester, entering students tested with the ASSET showed a 36 percent retention rate in the spring 1999 semester. This compares to the national norm of 40 percent retention fall to spring for the same time period.

Figure 52: Retention by campus, fall 1998 to spring 1999.

Fall 1998 to Spring 1999 Retention by Campus	
Campus	**Percent**
Downriver Campus	40%
Downtown Campus	44%
Eastern Campus	28%
Northwest Campus	34%

** Data unavailable for Western*

Like other community colleges, particularly those serving urban areas, student retention is an issue that faces Wayne County Community College District. While the college's term-to-term retention is close to the average for all institutions utilizing the ASSET, it is lower at WCCCD, and for several of the campuses it is significantly below national statistics. In late 1998, the enrollment management division developed an ambitious enrollment management plan, designed, in part, to address the issue of student retention. The district is now challenged to fully implement this plan.

Academic Support Services

The **academic support program** provides a range of services that will assist students to improve their academic performance, self-esteem, and their retention. These services include individualized and group tutorials, supplemental learning workshops, video-based supplemental learning, learning/study strategies workshops, and computer-assisted instruction. This unit also conducts grant-funded programs that are designed to provide targeted services to at-risk populations.

The academic support function includes a diverse set of activities: tutoring, *ACCESS* (Access College Careers and Education Support Services) for special populations students, the at-risk program, and the transfer program.

These student support services target specific outcomes for student retention, academic performance, and graduation. Data are collected annually to document program efficacy. (See the Resource Room.) For example, 1997-98 data for the **transfer program,** which prepares first-generation, low-income students to transfer to senior institutions of higher education, show success with these high academic need students. Of the 202 students enrolled in the transfer program in fall 1997, 76 percent attained a 2.0 or better GPA, and 30 percent transferred to a senior college. Of the students who first entered the program in fall 1997, 89 percent completed the program year, and 67 percent were still enrolled in spring 1999. Thus, the program shows a positive effect on student achievement, course completion, retention, and successful transfer.

Figure 53: Academic support programs inputs, processes, and outcomes.

Inputs, Processes, and Outcomes for Academic Support Programs

Program	Inputs	Processes	Outcomes
At-Risk Program	Developmental Limited-English-Speaking Learning Disabled	Retention activities Referrals Career assessments Monitoring/ Tracking Peer mentoring	Retention rates Graduation rates
Transfer Program	Students who are: Low-income First generation Low-income and first-generation	Learning assistance Tutorials Monitoring/tracking Referrals (career assessments, counseling, etc.) Supplemental instruction Transfer assistance Financial aid assistance Scholarship information Cultural activities College visitations	Retention Graduation Transfer to senior institutions

The **at-risk tutorial program** provides about 35,000 contacts to over 2,000 students each year. Over 300 allied health and nursing students receive services through workshops, ranging from two to six hours. The majority of these workshops are scheduled prior to the beginning of the semester so that these students have an opportunity to review their basic learning and study strategies before they begin classes. Over 200 students enroll in the **transfer program,** and approximately 100 enroll in the at-risk program tutorials.

Academic support activities are provided individually and are sequenced into a program to promote students' development and academic performance. Activities in the units are broad-based and are designed specifically to provide students with contact with a diverse staff, intending to increase their cultural awareness, improve their learning skills, expose them to appropriate role models, and increase their career awareness.

Figure 54: Operations and outcomes in academic support.

Academic Support Services, Operations, and Outcomes

Services	**Operation**	**Outcomes**
Assessments	Available to students for basic skills, critical thinking, and study skills assessments.	Appropriate course and program placement of student.
Individual and Group Tutoring	Tutors available at campuses for tutorials in general education courses and basic skills.	To reinforce study habits and understanding of specific concepts to course achievement.
Learning Skills Workshops	Scheduled prior to beginning of semester and throughout semester, in collaboration with instructors. Topics can be customized to course or program.	Students improve higher order thinking skills.
Supplemental Instruction	Collaborative learning groups attached to "high-risk" courses.	Increase students' critical thinking and learning skills in specific subject areas.
Video-Based Supplemental Instruction	Classroom lectures taped; study time structured for students; provided in BIO 100 and BIO 105.	Improve students' basic learning skills in specific subject areas.
Computer-Assisted Instruction	Drill and practice materials are available in math and reading. CD-ROM's are available for students in Biology.	Students improve basic skills and acquire information processing strategies.

All users of academic support services evaluate services they receive. These evaluations have consistently indicated that students find services effective in assisting them to improve their skills and in increasing their academic performance while at the college. Student evaluations indicate that Academic Support Services is successful in encouraging student development. The overwhelming majority of students attending mandatory learning skills workshops prior to the beginning of the semester rated the sessions as "very good" or "good." In the transfer component, students in a recent survey indicated that services were "excellent" (55 percent) or "good" (35 percent). (Resource Room)

Changes Planned in OEMSS

The enrollment management division plans the following changes and initiatives:

- Continue to provide opportunities for staff development;
- Provide the Office of Career Planning and Placement with new technology and staff;
- Increase staffing in student activities, orientation, and testing;
- Provide the area of student activities with adequate resources and recruit faculty advisors;
- Increase the utilization of *ACCESS* (a.k.a. special populations) coordinators and counselors serving the physically challenged, and combine tutorial staff of academic support and *ACCESS*.
- Improve the coordination between tutorial staff and faculty by providing workshops in both the academic and vocational divisions;
- Provide the Office of Health and Wellness with adequate resources;
- Survey withdrawing/non-returning students.
- Decentralize veterans' services to the campuses.

As a result of student exit evaluations conducted in June 1998, the enrollment management and student services division implemented several changes in early 1999:

- Counselors must post their office hours.
- A voice response telephone registration system was purchased, and this software will be implemented in the near future.

- All financial aid staff temporarily report to the district director of financial aid. Direction is no longer given exclusively at the campus level.

- The college has a phased migration plan to move away from the legacy mainframe network technology to a LAN/WAN networking infrastructure. The long-term goals focus on enhancing student and user productivity by offering Internet access, telephone registration, enhanced e-mail services, and access to online library systems, among others.

STUDENT SATISFACTION SURVEY

A common measure of institutional effectiveness used by many institutions is obtained by asking students themselves their satisfaction with experiences they have had. In the set of core performance indicators adopted by Michigan community colleges *is "Student satisfaction" (Core indicator IIIa.)*, which is defined as

> *"The proportion of a sample of currently enrolled and former students who indicate that the quality of institutional programs and services meets or exceeds their expectations."*

In 1998, the college participated in a pilot of a short form survey developed by the workgroup of the performance indicators task force that was formed to gather data and make recommendations for this indicator. The survey was administered to students graduating in June 1998 during a rehearsal for their graduation ceremony. For eleven areas, this short-form survey asked students whether

> *...the services and the atmosphere at Wayne County Community College "did not meet your expectations," "met your expectations," or if they "exceeded your expectations."*

The chart on the following page displays the results from this survey of graduates. Five areas had 80 percent or more of the former students responding that their ***expectations were met or exceeded***. Significantly, three of these reflect student interaction with faculty:

- *Instructors' attitude toward students (83.8 percent)*

- *Quality of teaching (89.6 percent)*

- *Overall quality of the college experience (87.5 percent)*

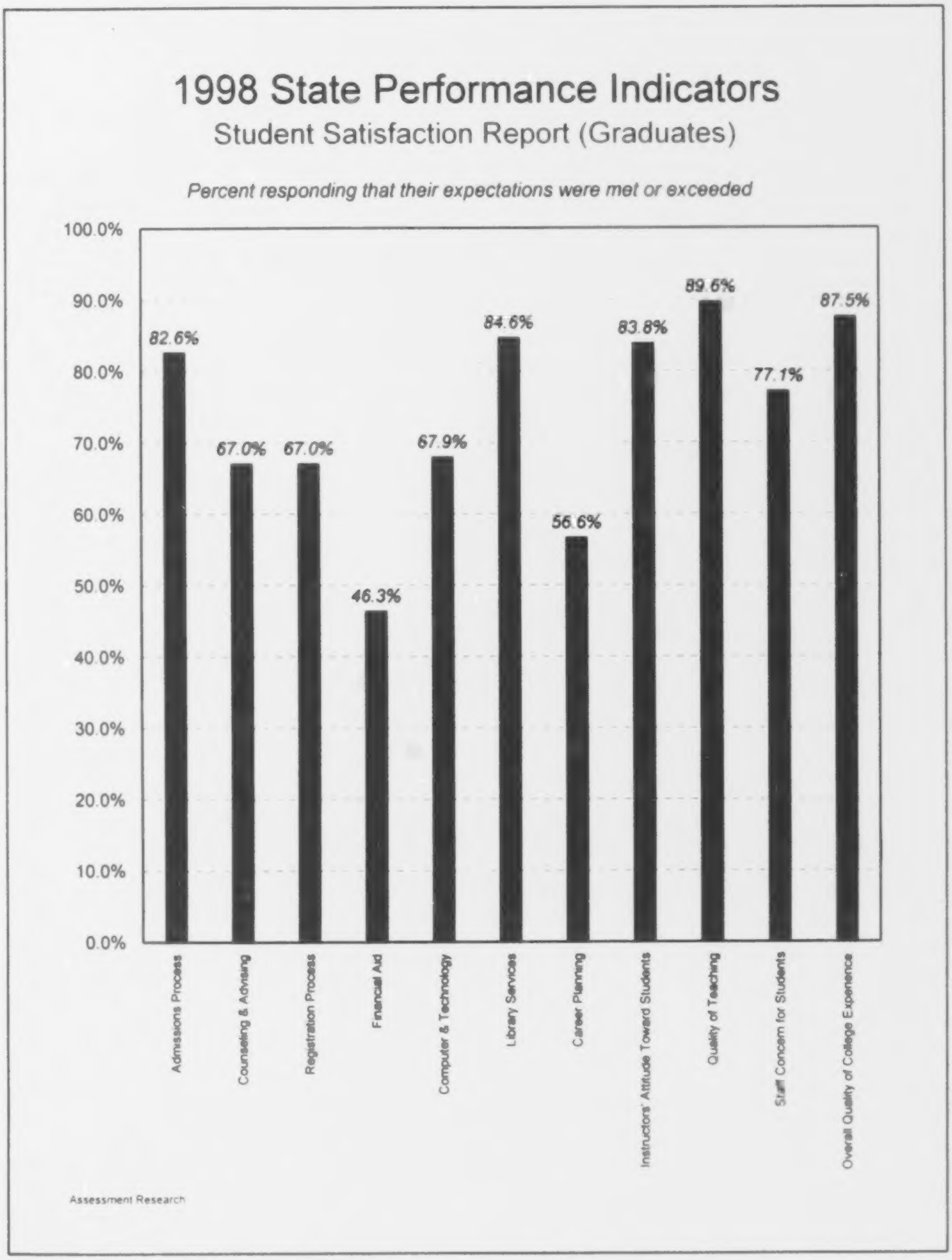
Five areas were rated below 70 percent, and four of these are in the area of student services:

- *Counseling and advising (67 percent)*
- *Registration process (67 percent)*
- *Financial aid (46.3 percent)*
- *Computers and technology (67.9 percent)*
- *Career planning (56.6 percent)*

Finally, students were also asked, *“If you had to do it all over again, would you enroll in Wayne County Community College again?”* Seventy percent of these graduating students answered “yes,” and 16 percent responded “no” (13 percent did not answer this question).

These results are clearly problematic. While they reflect well on the instruction and teaching that students received while at the college, they indicate sometimes strong dissatisfaction with services provided by the college. It will be necessary to replicate this survey at least annually using a wider variety of student samples so that the college can begin to understand these issues and target appropriate corrective actions.

Figure 55: Student satisfaction with selected college services, 1998.



SERVICE TO THE COMMUNITY AND EXTERNAL CONSTITUENTS

Department of Workforce and Economic Development

Wayne County Community College District seeks to respond to the divergent needs of its service delivery area and to the development of programs with and for the community. This commitment led to realignment of the corporate services/contract training department beginning in early 1997.

Historically, the Department of Corporate Services/Contract Training (CS/CT) was charged with providing flexible responses to business, industry, and community requests for education, training, and related services. Recognizing a rapidly changing economy and the challenges faced by business and industry to locate and retain a qualified workforce, in 1997 the college expanded the functions of CS/CT and renamed it the Department of Workforce and Economic Development. The department's activities were expanded to include the school-to-work initiative, pre-apprenticeship/apprenticeship training and labor management council for economic renewal. Finally, in late 1998, Community Education (community services/continuing education) was also merged into the department's activities, because they were competing for many of the same college and community resources. The workforce and economic development department now includes community education staff and activities. The planning and development process for the department is still underway.

Wayne County Community College District supports lifelong learning by providing relevant training experiences for business, industry, organizations, and agencies for incumbent workers and new employees. Additionally, credit and non-credit courses and/or programs are offered that provide individuals opportunities in personal/professional growth, cultural enrichment and recreation. The department is organized to provide the following activities.

- The **contract training** component provides flexible responses to business, industry, organization, and agency requests for training/retraining and related services. It provides, for example, needs assessment and analysis, program and course design and delivery, development of instructional materials, formative and summative evaluation, external funding, and support services.

- The **occupational skills training** component offers diversified short-term skills training programs. Programs are designed to provide entry-level skills for individuals and are responsive to market needs. Some of the occupational-based training programs are building maintenance operations, pre-apprenticeship and apprenticeship training, and fast track corrections programs.

- The **community services** component designs and delivers personal enrichment projects in cooperation with government and community groups. Current and proposed projects include the motorcycle safety program, senior citizen extension program, ESL/citizenship classes, career exploration workshops, and special interest classes.

- The **continuing education** component designs and delivers professional development courses and seminars in collaboration with government agencies and professional organizations. These courses and seminars lead to licensing/certification or recertification for select occupations. Occupational skills improvement focus areas include construction, nursing, health, environmental, pesticides, real estate, and safety. (See the continuing education class schedule in the Resource Room.)

- The **business/manufacturing** component offers training courses, which provide solutions for occupational or organizational issues. Topic areas include transitional computer software training, management/leadership training, team building, process improvement, and small business services.

Since 1996, the department has successfully provided customized training programs to more than 25 corporate customers, serving more than 9,000 employees. Customized training activities include courses in the following areas:

- Process improvement (ISO/QS 9000, SPC, team-building, etc.)
- Equipment-specific (electrical and mechanical maintenance, operator training, etc.)
- Technical (welding, machining, etc.)
- Applied academics (shop math, technical writing, etc.)

Corporate customers include Daimler-Chrysler, Inc., Ford Motor Company, The Envelope Printery, Valeo, Global Technology Associates, and others.

About 450 continuing education courses are offered annually in fourteen categories. Regularly scheduled courses serve approximately 7,000 individuals.

Many of the department's regularly scheduled courses are offered for institutional credit and, in certain instances, an individual may apply up to eight credits as electives towards a two-year degree. In addition, students participating in customized training activities may qualify for credit toward certain associate's degree programs.

All current customized training activities include a participant satisfaction survey. Overall, more than 90 percent of the trainees have rated the quality of instruction they received as "excellent" or "good."

Further evidence of efficacy is found in the community satisfaction survey conducted by the college in 1998. Although only approximately five percent of this sample of county residents enrolled in non-credit, continuing education courses, 81 percent rated the quality of instruction received as "excellent" or "good." This same survey, however, reveals that residents do not rate the provision of non-credit, continuing education courses as high a priority as traditional post-secondary education activities. (See *Community Satisfaction Survey 1998* in the Resource Room.)

The department is in the initial stages of developing additional evaluation tools as measures of program effectiveness.

One of the Michigan Community College core performance indicators is *Business and industry satisfaction (Indicator IIIb.)*, defined as

> *The proportion of businesses for whom the college has provided services indicating that their expectations have been met. This indicator is intended primarily to measure satisfaction of sponsoring organizations whose employees have been trained through customized programs provide by the college under contract or agreement.*

It was recommended that the current survey data collection and reporting conducted by the Michigan Jobs Commission (now known as the Michigan Department of Career Development) be improved. The college will participate in this survey.

Educational Bridge Programs:

The college offers three enrichment programs for elementary, middle school and high school students. These programs are collaborations between secondary and post-secondary institutions, as well as private and governmental agencies.

1. Detroit Area Pre-College Engineering Program (DAPCEP)

The mission of DAPCEP is to provide middle school and high schools minority students with exposure to the engineering and science career fields. The program offers five courses in engineering and science every fall and spring semester to 120 students. The DAPCEP summer program consists of a four-week, daily program. This program began in 1993.

2. Southeast Michigan Alliance for Reinvestment in Technological Education (SMARTE) Project.

The SMARTE project is funded by the National Science Foundation. The enrichment curriculum is designed to instruct 8th grade students in basic mathematics and science

184

applications in technology. The program consists of two Saturday workshops every fall and winter and two weeks in the summer. The program accepts 20 students per semester. This program started in 1996.

3. NASA Project

The National Aeronautics and Space Administration funds this program. Curriculum components include living in space for 5th and 6th grade, solar systems for 7th and 8th grade, and aeronautics for 9th to 12th grades. The program offers courses in fall, winter, and spring. The program accepts 96 students each semester. This program started in 1997.

COMMUNITY SATISFACTION SURVEY

A significant measure of whether the college is "accomplishing its educational and other purposes," and whether it can continue to do so in the future, can be derived from an assessment of constituent opinion. In other words, how satisfied is the public with various aspects of the college's fulfillment of its mission? Community colleges are, in a very real sense, the community's college. Thus, the community itself must be asked these questions.

As noted earlier, among the ten core performance indicators that were adopted by Michigan's community colleges is "Community satisfaction," defined as

> *"The proportion of a sample of service area residents above 18 years of age who indicate that the college's service to the public meets or exceeds expectations."*

In 1998, the college saw the opportunity to both assist the performance indicators process (then in a pilot implementation phase) and to obtain local data for the purposes of its self-study. It contracted with the Center for Social Research at Oakland Community College to conduct a telephone survey of a random sample of Wayne County residents. The college intends to replicate this survey at least every other year as part of its set of insttutional effectiveness measures.

Of those Wayne County residents who have had contact with the college — by enrolling in a class, visiting, or attending an event at the college — ***82 percent say that the college is meeting or exceeding their expectations.*** Community residents who had participated in the college's various instructional programs generally rated the quality of instruction as high. Over 86 percent rated the quality of instruction in credit courses as "excellent" or "good"; approximately 81 percent of the respondents described their non-credit instruction as "excellent" or "good"; and over 81 percent rated the instruction in training as "excelent" or "good". Conversely, only 1.9 percent felt that the instruction in credit courses that they had taken was "poor", and neither of the other instructional activities received any "poor" ratings. Participants seem to be very satisfied with the instruction they have received.

County residents were also asked their "...perception on how well Wayne County Community College is serving the community." The majority — approximately 67 percent — answered that the college is doing "good" or "excellent."

Figure 56: "Is Wayne County Community College meeting or exceeding the public's expectations?" 1998.

1998 Telephone Survey

Question 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not meeting expectations	18	4.5	18.2	18.2
	Meeting expectations	72	18.0	72.7	90.9
	Exceeding expectations	9	2.3	9.1	100.0
	Total	99	24.8	100.0	
Missing	Skip	300	75.0		
	No opinion	1	.3		
	Total	301	75.3		
Total		400	100.0		

In your opinion, to what extent is Wayne County Community College meeting your expectations as a college? Is WCCC, not meeting, meeting, or are they exceeding your expectations?

Figure 57: The public's perception of how well WCCCD is serving the community, 1998.

1998 Telephone Survey

Question 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poorly	14	3.5	5.1	5.1
	Fair	75	18.8	27.6	32.7
	Good	145	36.3	53.3	86.0
	Excellent	38	9.5	14.0	100.0
	Total	272	68.0	100.0	
Missing	No opinion	128	32.0		
	Total	128	32.0		
Total		400	100.0		

In general, what is your perception on how well Wayne County Community College is serving the community? Are they doing poorly, fair, good or excellent?

The survey also included a series of questions designed to measure the public's satisfaction with selected indicators. Respondents generally agree with all of these statements, viewing the college especially as a valuable asset to the community.

Figure 58: The public's satisfaction with selected performance indicators, 1998.

1998 Community Telephone Survey

	Please tell me if you strongly disagree, disagree, agree, or strongly agree with each statement.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**	**Mean Score***
Q18a	*Wayne County Community College is conveniently located.*	1.4	4.6	80.3	13.7	**3.06**
Q18b	*The college has a good reputation in the community.*	2.0	12.8	76.7	8.4	**2.92**
Q18c	*Wayne County Community College is a valuable asset to the community.*	1.1	4.3	72.9	21.7	**3.15**
Q18d	*The student tuition and fees are reasonable at Wayne County Community College.*	.6	11.6	73.3	14.5	**3.02**
Q18e	*It is easy to enroll at Wayne County Community College.*	1.4	5.6	81.2	13.1	**3.06**
Q18f	*Wayne County Community College provides a clean, attractive appearance.*	2.0	5.7	83.0	9.3	**3.00**

* *On a scale of 1.00 to 4.00, where 1.00 reflects strong disagreement and 4.00 strong agreement, higher scores indicate stronger agreement with each of these statements.*

Thus, these data suggest — especially when coupled with the four successful millage elections since 1992, culminating in the permanent millage vote in November 1998 — that the community is generally satisfied that "the institution is accomplishing its educational and other purposes."

These are not perfect measures, but rather gross indicators. Clearly, the college needs to expand its use of these and other measures to continue to be responsive to community needs and concerns. Institutional effectiveness measures need to be developed and reviewed annually. Community surveys need to be replicated periodically.

SUMMARY

Wayne County Community College District currently provides satisfactory academic and student development that reflect its mission and educational purposes. The institution is beginning to implement systematic plans to assess the achievement of learner outcomes and to evaluate the effectiveness of programs. Wayne County Community College District faculty and staff have shown a commitment to serving the college and the community.

STRENGTHS

- Faculty are clearly driving the assessment process and participating in its activities in increasing numbers. Their enthusiasm and embracing of the college's assessment initiative bodes well for future progress. Assessment is being viewed as a mechanism for continuous improvement as well as a vehicle for institutional renewal and commitment to student learning.

- A clearly defined general education program has been in place using a distribution of courses across a wide range of disciplines.

- Recently, there has been administrative support for assessment demonstrated by financial support for faculty development and resources to implement additional assessment strategies.

- The new general education "Philosophy of General Education" and its attendant "core abilities" create a more intentional approach to describing how general education is defined across programs and the curriculum.

- Independent accrediting agencies of our allied health and nursing programs have noted the appropriateness of these programs' curricula to higher education in their specialized areas.

- Student development programs and services are responsive to the institutional mission and vision despite limited staff and resources and recent realignments in duties and reporting structures.

- The use of video-based supplemental instruction by academic support services is unique and innovative, and Wayne County Community College District is one of only a few institutions in the Midwest that has instituted this type of instruction.

- Licensing of dental hygiene graduates has been consistently at the 100 percent level.

- The dental hygiene program is a national model site as an assessment center for the health professions.
- Several areas are beginning to use standardized outcomes exams.
- The professional development initiatives for both faculty and staff represent a significant effort in the encouragement and support of professional growth and effectiveness.
- Faculty and staff are committed to serving the college and, by extension, the community.
- The college has surveyed its community and its staff to better understand their needs and their assessment of the college's effectiveness.

CHALLENGES FOR THE FUTURE

- Formal assessment of general education outcomes has not yet taken place in a systematic way and will continue to be an evolving process.
- Assessment of student learning outcomes according to the institution's original assessment plan has been uneven.
- In many departments that develop their own outcomes exams, the validity and reliability of the exams have not been determined.
- Although it accounts for fewer than approximately 10 percent of all credit hours, the college needs to develop distance education policies concerning ownership of materials, equity in faculty compensation, copyright issues, and the utilization of revenue derived from the creation of software, telecourses, or other media products.
- A common weakness in the student support programs is a lack of outcomes assessment and the insufficient use of assessment results to enhance the respective programs.
- Although program evaluation is periodically addressed, a systematic and consistent system has yet to be implemented.
- The vocational and technical programs have historically been under-funded making it difficult for these programs to grow and develop. If vocational/technical programs are to continue to be part of Wayne County Community College District's offerings, adequate resources — both time and money — are essential.
- As in community colleges across the country, overall retention and graduation rates remain a significant concern for the institution.

- Faculty have identified appropriate student preparation as a significant issue. For some courses they have recommended prerequisites that include specific preparation and/or ASSET scores for course enrollment. It will be necessary to ensure registration lock-out and appropriate student support services to implement these recommendations.
- It is essential that the institution develop a unified, systematic student-unit tracking system. It is imperative that data systems be installed that can support decision-making, determination of institutional effectiveness, and that can support increasing faculty attention to student outcomes measures.
- The institution has not fully surveyed its students in several years, except in a limited number of technical programs, either to determine their satisfaction with instruction or their satisfaction with essential college services. The college does not have systematic information on the reasons that students do not continue their programs of study. The college also does not have data on the experiences of its graduates because it has not surveyed these former students.

CHAPTER NINE

CRITERION IV

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

OVERVIEW

Evidence that the institution can continue to accomplish its purpose is organized in this chapter through five areas:

"a. a current resource base — financial, physical, and human — that positions the institution for the future."

"b. decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution." *A planning history is chronicled.*

"c. structured assessment processes that are continuous, that involve a variety of constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty, and administration." *These are the strategic planning committees and environmental scanning committees, and the assessment of student academic achievement and institutional effectiveness.*

"d. plans as well as ongoing effective planning processes necessary to the institution's continuance." *These are the planning process, evolution of the plan, linking the plan to the budget, current strategic planning and operational planning.*

"e. Resources organized and allocated to support its plans for strengthening both the institution and its programs." *Institutional supports include the Education First Foundation, program initiatives, public affairs, and governmental affairs.*

Institutional Stability

Wayne County Community College District has been developing its current planning processes since 1991. The evolving planning model has taken into account the 1996 introduction of site-based management of this five-campus institution, the use of increased environmental scanning, and the inclusion of greater community involvement over time.

Additionally the emerging role of student-outcomes assessment in the planning process has greatly increased faculty involvement in all planning activities.

The college has worked at developing successive planning models that could serve its evolving needs. Each successive plan has reflected new college goals and initiatives, and each successive plan has attempted to improve the design and application of the plan.

The history of planning and development could be characterized as both evolutionary and episodic — the college learned with each new change in direction how to better prepare for the next cycle. Changes in direction resulted from such events as the instructions provided by new chief administrators and emphasis on aspects of planning provided by NCA subsequent to national policy changes regarding educational accountability. Each change in the planning process was self-instructive in showing how it succeeded or failed to meet the complex needs of the college. Looking at the historical planning process from today's vantage has allowed an improved perspective and understanding of the changing needs of the process over these eight years. The changes in national emphases, in administration of the college, and in the college's funding have supported the cynical view, held by some, that the process was wasted effort. In fact, although much of what was planned was not implemented due to resource diversion; many changes in staffing, organization, and educational structure resulted from these planning efforts.

During all the college's planning efforts the major problem has been the inability to pursue and sustain support for the planning objectives and therefore the inability to assess practical results. The college has had three administrations since 1991 and the momentum developed in one planning era had to be continued with support from subsequent administrations whose goals were not necessarily the same. However, in the most recent change in administration, basic planning goals that originated in 1994 have been supported and enhanced.

The major change in planning processes occurred with the second administration beginning in 1994. Because of the cynicism generated by unfulfilled planning decisions, a major failure in planning efforts has been the inability to communicate in a meaningful and effective way with the college community about why it was curtailing certain planning initiatives that had college-wide support. Over the years since 1991, decisions regarding planning initiatives and their implementation were ultimately driven by economics. The college's ability to fund planning objectives has been the critical element in the sustenance of any of the college's planning efforts.

Financial

The college's strategic and operational planning processes, under the direction of the Strategic Planning Advisory Committee, place college vision statements and college goals as the basic priorities. Budgeting supports planning and the priorities that the Strategic Planning Committee identifies in the *Strategic Plan*. Strategic planning and operational planning are intertwined. Longer-range (5-year) planning is supported by the Chancellor's Cabinet and led by the Strategic Planning Committee. The five-year planning focuses on continuing re-structuring and quality improvements. It focuses on optimizing existing resources and reconfiguring revenue sources in the future through such means as millage planning.

Annual Operating Budget

Annual budgeting occurs by a fixed calendar of due dates. Budgeting proceeds as a bottom-up process that identifies and funds site-based operational needs. Each site has contributed its own operational strategic objectives as part of the strategic plan consistent with the college goals and the administration's initiatives. Each campus has its own committee to generate campus-based strategic and operational objectives dedicated to optimizing campus effectiveness in meeting student, staff, and community needs. Campus-based facilities committees concurrently manage the work of setting development and facilities repair and renovation priorities.

Physical Facilities

The college has developed its *Master Facilities Plan* (Resource Room). The plan combines priorities from all site plans. After health and safety issues, the major priorities have been to develop new learning environments for the next century. Input on needs and anticipated requests are collected from affected constituencies at all sites. Consultants are utilized to provide expertise in college-wide physical site planning and operations. Review of planning objectives is on going and priorities are adjusted under the leaderships of the director of facilities with the support of the vice chancellor for administration and finance. This process provides continuous improvement of the college facilities consistent with the operational budget and the *Strategic Plan*. A capital maintenance projects plan will be available for review. (Resource Room)

Human-Resources

Staffing

Human resources are being organized to enable planning for twenty-first century quality-learning opportunities. The college is attempting to improve its personnel/positions management database. Efforts have been made, for example, to redevelop a comprehensive class/section-focused database that comprises all data necessary to assess effectiveness of continuing education planning.

New management information programs are employed to improve personnel planning. However, the college has only begun to address many future staffing issues. Personnel resources over the next five years will require a complete re-examination of basic premises such as: who are Wayne County Community College District students; who will be the college students in the future; what facilities and programs will they require; how, when, and where will WCCCD provide these facilities and services; what staffing will be required to support these efforts; who will these staff be; and what training will be required to optimize a student-centered operation. This has begun with the hiring of new full time faculty in 1999-2000.

Hiring Procedures

To help build the staff of the future, the human resources department maintains well-documented hiring procedures to ensure that the college continues to make strides in maximizing the quality of its workforce while maintaining diversity. The professional staff remain one of the college's strengths. More than 70 percent of the professional staff are full time. With the help of the existing professional teaching staff bargaining agreement, the college maintains high entry employment standards. The college also maintains high employment/staff standards by recruiting its staff nationally.

Employees Role in Planning

Planning initiatives since 1992 have engaged large numbers of faculty and staff. In 1994, as part of the WCCCD planning process, the entire college staff gathered at the Northwest Campus for an entire day of strategic and operational planning. As a consequence of continually enlarging the planning team, increasing numbers of faculty and staff are exposed to the elements of planning and the need to institutionalize such efforts. Environmental scanning, which began in 1994, was originally the responsibility of the then Office of Planning, Assessment, and Institutional Research. In 1997, plans were developed to enlarge scanning to include the entire WCCCD staff and interested outside volunteers. The 1994 and 1997 environmental scans were produced by the then Office of Planning, Assessment and Institutional Research staff. But the 1998 *External Scan* is the product of the meeting of 200 volunteers and the work of ten committees, led by a national consultant.

District Strategic Planning History

Before 1991 there was no office with the responsibility of strategic planning. Since 1991, the planning process has evolved to meet accrediting standards, the expectations of succeeding administrations, the models set forth in national conferences and the specific needs of WCCCD.

Evaluation of planning models or processes over the past ten years has been led by the various presidents. Four presidents have been involved in selecting or directing planning processes.

In 1994 an interim president was selected whose major concern was the development of a new vision, new goals, and a new strategic plan. Student outcomes assessment was not part of this president's plan.

The initial 1994-95 planning effort incorporated the following activities. First, an external environmental scan was initiated by the Office of Planning, Assessment, and Institutional Research in October 1994 to identify key trends and issues. Subsequent to the development of the environmental scan data (published March 1995) the interim president assembled the cabinet and administrative council and asked them to create a college vision statement, which was to be based on the 1992 mission statement, and then to examine the data provided by the environmental scan in order to determine the college's needs. From these efforts were produced tentative college goals. Next, a broad-based Strategic Planning Advisory Committee, including faculty, staff, students, administrators and community representatives was established to examine the tentative goals. The board of trustees was also asked to recommend goals and objectives.

The college *Vision Statement* and the *Strategic Plan Goals Statement* then were accepted by the board of trustees. The college goals of 1995 follow.

Goal #1: *To become more client-oriented in order to improve the quality of services to students.*

Goal #2: *To review and improve college operations and fiscal/physical resources, as necessary, to render the college more effective in meeting changing needs.*

Goal #3: *To enable the college to become more effective in meeting the changing and increasingly challenging needs for information technology.*

Goal #4: *To develop supplemental funding capacities and resources to ensure excellence and innovation throughout the college.*

Goal #5: *To initiate a five-year plan for the development of academic programs that are innovative and responsive to community diversity, the expanding global environment, economic development, and other changing needs.*

Goal #6: *To encourage and foster human resource development for faculty and staff.*

Subsequently, the goals were disseminated throughout the college, and an all-day college-wide meeting of all faculty and staff was organized. At the college-wide event, on May 25, 1995, the goals were used to develop objectives to serve the goals, and then activities were proposed to achieve the objective. Several hundred objectives were proposed at this time. These were refined into a systematic *Strategic Plan* that incorporated budgeted objectives and personnel plans for 1995-96. The *Plan* was incorporated into the 1995-96 budget of the college, thereby ensuring the fiscal support necessary for its successful implementation.

The board of trustees twice received the strategic planning document but delayed their approval until after the interim president was replaced by the permanent president, Dr. Curtis L. Ivery.

In the first year of this plan, 1995-96, the board of trustees only allowed (in October, 1996) the implementation of the "low cost and no cost" objectives selected by Dr Ivery as well as some hiring of personnel that were specified in the plan. Funds were available to implement the 1995-96 plan during December 1995, January, February, March and April 1996. The budget process was closed in May 1996, which precluded the further use of allotted funds. (Resource Room: *1995-96 Strategic Plan Implementation*)

Evolution of the Plan: 1996-97

The next stage of the strategic plan was initiated by Dr. Curtis Ivery who analyzed the college's 1995-96 strategic plan and conducted a series of community meetings, student forums, and staff meetings from September 1995 through January 1996 to solicit additional planning. The President's Cabinet then held a Transition Workshop in February 1996 to develop their goals. At this workshop the cabinet recommended the following:

1) Establish clear goals and objectives and tie them to the budget.

2) Clarify organizational structure and finalize position expectations.

3) Examine ways we treat students and strive to improve.

4) Analyze attrition and act on findings.

5) Improve the quality of teaching and learning.

6) Revamp class selection and faculty assignment process.

7) Improve the way we treat and trust each other.

8) Implement effective staff and faculty development process.

9) Develop and implement effective performance appraisals.

10) Improve the image and service of WCCCD to external constituencies.

11) Increase enrollment.

12) Conduct internal/external needs assessment (programs, satellite) and act on it.

13) Improve communications within the college community, both good and bad.

14) Develop ways to recognize people and programs for quality work.

15) Train managers in conflict resolution, problem solving and decision making.

16) Aggressively pursue outside funding.

17) Promote international and intercultural awareness.

18) Broaden perspective of staff and faculty in administration (visit other colleges).

19) Examine community outreach possibilities (extension centers, churches).

20) Develop and apply college procedures in a consistent fashion.

In April 1996, President Ivery assembled the information from these meetings and produced a list of fifteen "initiatives" which were to become the basis of future planning. He took these to the board of trustees and upon their concurrence held a press conference publicly announcing these new college initiatives.

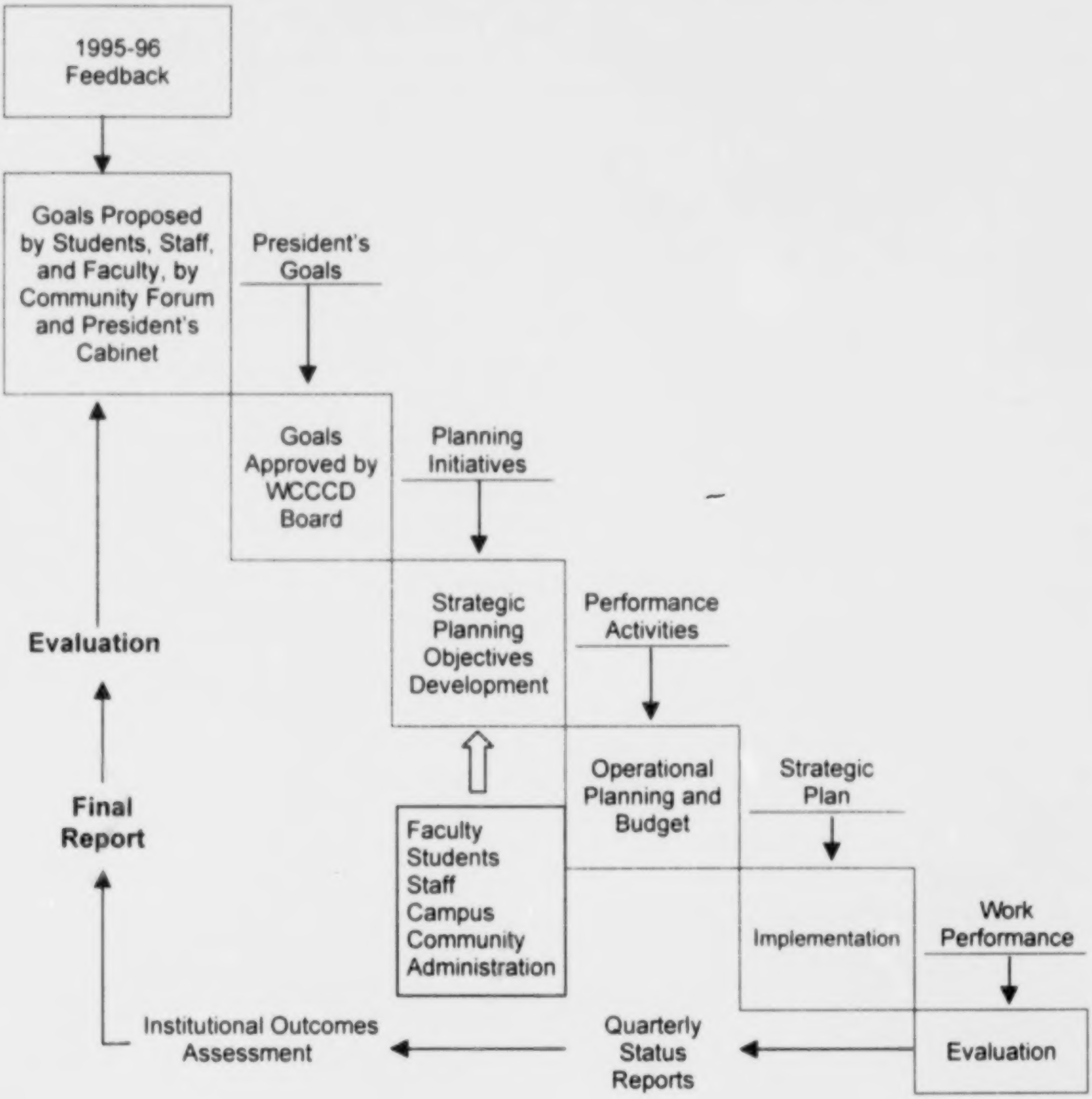
These were also published and distributed to the college community to be used as a basis for future planning. The integration of those initiatives into the original six 1994-95 goals resulted in the *1996-2000 Strategic Planning Goals.* (Resource Room)

Evolution of the Plan 1996-2000

While the 1996-97 plan was being developed in accordance with the flow chart and timelines specified below, the college moved to complete its five-year plan. The 1996-97 plan reflected the first year priority objectives as recommended by the college administration, staff, and faculty, and by the community-wide Strategic Planning Committee. Some money was set aside to support the 1996-97 objectives.

Figure 59: Strategic plan evolution, 1996-97.

1996 –1997
Second Year Strategic Plan Evolution


1995-96 Feedback
Goals Proposed by Students, Staff, and Faculty, by Community Forum and President's Cabinet
President's Goals
Goals Approved by WCCCD Board
Planning Initiatives
Strategic Planning Objectives Development
Performance Activities
Evaluation
Operational Planning and Budget
Strategic Plan
Final Report
Faculty
Students
Staff
Campus
Community
Administration
Implementation
Work Performance
Institutional Outcomes Assessment
Quarterly Status Reports
Evaluation

Linking the Long-Range Strategic Plan to the Budget

For the long-range strategic plan the college continues to use a four-part planning process: strategic planning; operational planning; budget planning; and environmental scanning and evaluation. Operational planning results from allowing the strategic plan to drive the budget process.

Wayne County Community College District Operational Plan

The WCCCD *Operational Plan* is also based on six 1995-96 strategic goals. The operational plans develop as follows:

- Using the prioritized objectives submitted as its 1997-97 strategic plan, each division and department determines its staffing, equipment, and action activities for the next one, two and three years by consensus. They forward that information to the dean of planning and institutional research. Those items after review will ultimately become the divisions' and departments' operational plans.

- From the action plans submitted, the dean of planning and institutional research, in conference with the then vice president for educational affairs, drafted the first year (1996-97) strategic plan to fit the budget. It was reviewed by the Strategic Planning Committee and sent to the board. The prioritized plan yielded items that became the blueprint for the preparation of the next year's budget and drove the action items of the departments and the college for the next year.

- In the 1996-97 plan, the top twenty to thirty objectives, key equipment purchases, and new positions selected by senior administrators were reviewed and ranked by the Strategic Planning Committee and the results were distributed college-wide.

- The objectives that are not selected as first priorities provide the remainder of the potential 1995-2000 strategic plan. After the first-year plan and budget are set, the Strategic Planning Committee will review what was not included in the 1996-97 plan and add to this group new items recommended by the college. The top-ranked items in each cycle will form the basis of the operational plan for the following year. The district continues to lack sufficient resources to implement its strategic plan completely. This soon may be remedied by the emergence of increased federal funds supporting the district's financial aid program.

Environmental Scanning

Every three years a futures/environmental scan conference will be held to develop the necessary data. The current scan began in 1997-98. It will provide mid-course corrections for the 1995-2000 plan. In 2000, the college will again hold a futures/environmental conference and begin its 2000-2005 planning efforts.

Current Strategic Planning; 2000-2005

During 1997-98, various internal and external scanning activities took place. In a series of meetings with the community and faculty, and with the help of outside experts, the district developed an external scan and identified emerging issues for the next strategic planning effort. These issues were translated into goals that would form the basis of the next strategic plan.

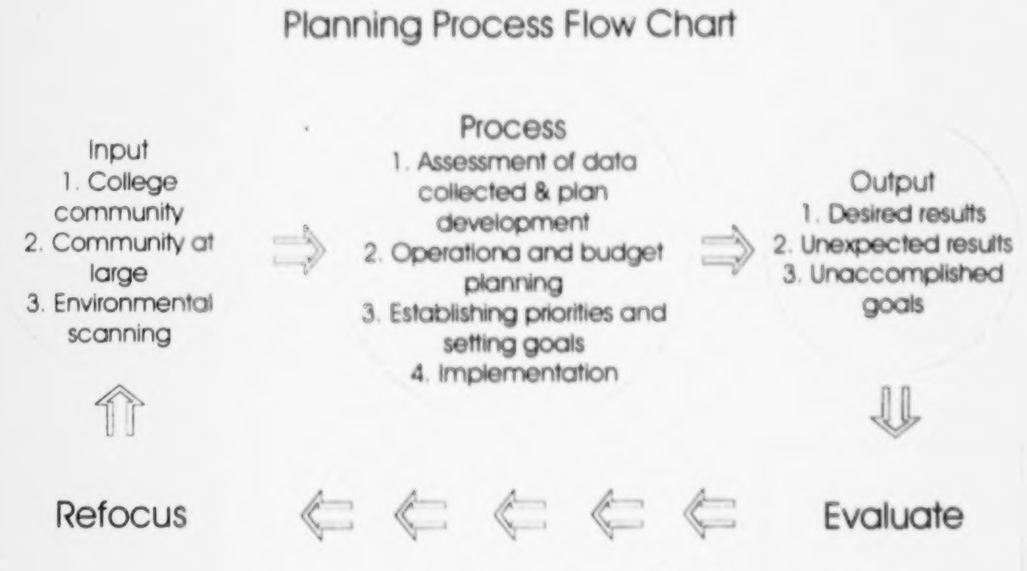
In 1999, subsequent to the conclusion of scanning efforts, the college began to develop its 2000-2005 strategic plan. This plan will be updated on an annual basis, e.g., after the 2000-2005 strategic plan being developed in 1999, the next plan will be the 2001-2006 strategic plan, etc.

The process developed and outlined above — including the involvement of all district staff — are being utilized for the 2000-2005 plan.

Planning Model

A simple model is employed to demonstrate the components of long range planning. This model compliments and works congruently with the model articulated in student assessment outcomes.

Figure 60: Current strategic planning process flow chart.


Planning Process Flow Chart
Input
1. College community
2. Community at large
3. Environmental scanning
Process
1. Assessment of data collected & plan development
2. Operationa and budget planning
3. Establishing priorities and setting goals
4. Implementation
Output
1. Desired results
2. Unexpected results
3. Unaccomplished goals
Refocus
Evaluate

Assessing Student Academic Achievement and Institutional Effectiveness

Assessment of student academic achievement has become in the last three years a major project of the college. The college assessment analyst office was spun off as a separate entity with its sole responsibility the assessment of student achievement. This change was due to the perceived change in emphasis by NCA from assessment of effectiveness to assessment of student outcomes. The focused visit of the NCA in 1997 stressed the need for the development of an acceptable assessment plan. The college developed an assessment plan that was accepted by the commission by December 1997.

Strategic Planning Committees

During each of the planning years the district has incorporated broad-based internal and external strategic planning committees. The internal planning committees represent departments and campuses. It is these committees that both suggest strategies, goals and react to goal decisions by recommending specific objectives to be achieved. These committees include faculty, staff, and students, and administrators. Numerous community and campus-based forums are held wherein the district chancellor solicits concerns from students and staff that are forwarded to planning committees.

The external Strategic Planning Advisory Committee comprised representations from the business community, the political community, the college community, unions, and various ethnic groups. This committee receives recommendations from staff and internal advisory committees.

Additionally, ten teams of external scanners analyze the external environment to identify emerging issues and trends that can be focused and developed into the basis for planning goals. The college uses all-day meetings to develop objectives from these various committees to construct the *Strategic Plan.*

Institutional Support Functions

Education First Foundation

One of the newest offices of the district is the Education First Foundation. It was created in 1996 by President Ivery to raise additional monies for student scholarships.

The Education First Foundation is completing its third year as the college's official 501 (c)(3) non-profit fund development arm. Its purpose is to identify resources, create opportunities to raise resources and accept same in order to assist students with their educational endeavors at Wayne County Community College District.

Currently, the foundation has twenty board members who represent the district's corporate, private, municipal, labor, and political communities.

The foundation is now in process of implementing its *Millennium Campaign*, which is a three-part appeal for scholarship solicitations targeting local congregations, corporations within the college's district, and celebrity/memorial endowments. First of the *Millenium Scholarships* will be awarded in the fall of 1999.

Program Initiatives

Although the district has initiated and implemented a complete set of academic, occupational and vocational programs during its thirty-year history, there have been some programs withdrawn because of low enrollment. Currently it has 68 programs.

Our most successful programs are in nursing, allied health and dental hygiene. These are also the most costly programs to operate. We have recently planned many additional programs. Some are in place, e.g., respiratory therapy, pre-physician's assistant, and pharmacy assistant. Larger plans include the hospitality program, complete with culinary arts, and casino games and management training. Casino training is now underway as part of this and has been built in cooperation with Detroit's new casinos. The transportation technology program, including heavy equipment (diesel) maintenance, truck driver training, aviation technology and railroad operations, will also help as part of a new international trade program, which will capitalize on new national inter-modal transportation efforts now coming into Detroit. Currently, the district is identifying resources to complete the implementation of some of these programs.

Public Affairs

Our public affairs office has among its responsibilities the generation of news-letters, weekly and annual reports on the state of the district, the production of catalogs, class schedules and brochures for programs, the production of advertising, covering college photographic assignments, and the production of a local cable TV show. The staff of this office also provide the telephone information services for the college.

Several consultants are currently under contract with the district to help produce public documents, news conferences, and to facilitate events which keep the college in the public eye.

Governmental Affairs

Wayne County, Michigan, is one of the country's largest counties. Its population of over two million is one of the most ethnically diverse populations in the nation. At last count more than 80 ethnicities speaking more than 75 different languages resided in this area.

Moreover, the range of commercial and manufacturing activities performed here for both national and international trade probably exceeds any similar area in the North America. Such an exceedingly complex mixture of interests produces a complex mixture of goals. Wayne County Community College District in its multiple roles to serve the community and its students encounters many conflicts regarding where its resources should be used.

The role of the Office of Governmental Affairs is to provide liaison to the many agencies of state and local government and to religious representation of the various communities. The office is supported by professional lobbyists in the state capital. The governmental affairs office assists in planning activities.

SUMMARY OF WAYNE COUNTY COMMUNITY COLLEGE DISTRICT PLANNING HISTORY MILESTONES

1991 College established an Office of Planning, Assessment, and Institutional Research (OPAIR). The office began to develop planning and assessment processes based on national models.

1992 The 1992 self-study delineated the planning process and presented early results of institutional assessment.

1993 OPAIR develops the first *Strategic Plan* (July 1993) for the period 1993-1998 with attention to strategic institutional goals. A "Plan for the Assessment of Institutional Effectiveness (from Matriculation through Post-Graduation)," September 1993, was developed. Numerous surveys were run.

1994 Under Interim President Richard Turner, the college initiated a new strategic planning process that began a year-long cycle with the development of planning assumptions, external and internal environmental scanning, the proposal of goals, site-based proposal of objectives, and finally a strategic plan. *The 1994-1995 Environmental Scan* (March 1995) was the first product in this cycle.

1995 The *1995-1996 Strategic Plan*, the first complete one ever for WCCCD, incorporated:

- A broad-based Strategic Planning Advisory Committee, including faculty, staff, students, administration, and community representatives;
- The opportunity for every member of the faculty and staff to participate in the strategic planning process;
- Institutional research to establish the basis for assumptions;

- Interim president's cabinet retreat to develop assumptions, derived from environmental research data, and tentative goals;
- Approval of goals — and inclusion of board objectives — by the board of trustees;
- College-wide, all-day meeting of all college faculty and staff to concentrate on the development of objectives and activities;
- Communication and refinement of objectives by site, and activities by division and by department to bring the strategic plan to closure; and
- Two million dollars set aside to implement this plan. Eight million dollars were requested.

1996 Evolution of the strategic plan 1996-1997

- The college began to move toward a 1995-2000 plan;
- Goals were predicated on fifteen new college initiatives that were suggested by the 1995-1996 plan and identified by the new president;
- Planning initiatives were disseminated throughout the college:
- New strategic planning objectives were identified by faculty, provosts' campus-based areas, and vice presidents' division;
- The planning office conferred with provosts and vice presidents to set priorities, measures, and responsibilities;
- The Strategic Planning Committee reviewed the assembled planning objectives;
- The planning objectives were tied to the budget;
- The *Plan* was approved by the board: and
- The *Plan* was implemented.

Consequently:

- The *1996-2000 Proposed Objectives* were published (*see Report 1996.03*);
- The *1996-1997 Strategic Plan Process* (*Report 1996.01*) was published;
- The *1996-1997 Strategic Plan, Part II* (*Report 1996.03*) was published;

- The *1996-1997 Strategic Plan, Part I* (*Report 1996.05*) was published;
- The *1996-1997 Strategic Plan* (*Report 1996.05.1*) was published; and
- The *1996-2000 Strategic Plan* was published: The elements of the *Plan* were based on strategic initiatives and incorporated the following elements:
  1) Campus strategies;
  2) Educational affairs;
  3) Occupational education;
  4) Instructional telecommunications;
  5) College information systems;
  6) Staff development;
  7) Bridge building; and
  8) Facilities.

1997 Initial funding ($300,000) was set aside to fund the *1996-97 Strategic Plan.*

- Key ranked objectives were selected for implementation.
- Objectives not selected as first priorities provided the remainder of the 1995-2000 plan.

1998 The environmental scan process began.

- A 1997-98 *Environmental Scan* was drafted.
- Objectives not selected as first priorities in 1997 provided the remainder of the 1995-2000 Plan.
- The consultant firm, Clements Group, was hired to do an external environmental scan and to assist in developing external trend statements.
- An External Scan seminar was held at Wayne State University, and Joel Lapin, a Clements Group consultant, was facilitator of an entire day of scanning by WCCCD, faculty, staff, and many outside

Strategic Planning Committee members. Ten committees were formed to develop trends for strategic planning.

1999

- Continuation of external scanning and goal development
- Meetings with internal and external strategic planning committees
- College-wide meetings to satisfy new goals

Resource Documents

A list of documents have been produced and distributed to internal and external constituents. These documents serve to communicate and chronicle the district's planning efforts.

- *Strategic Plan for the period – 1993 to* 1998, July 1998
- *Assessment of Institutional Effectiveness from Matriculation through Post-Graduation,* September, 1993
- *Assessment from Matriculation through Post-Graduation*, September 1993
- *Faculty Survey re: Accommodations: Program Accessibility*, November 1993 (Report 1995.17)
- *1994-95 Environmental Scan*, March 1995, (Report 1995.02)
- *1995-96 Strategic Planning Proposed Goals Data and Assumptions*, March 1995 (Report 1995.04)
- *1995 President's Planning Meetings*
- *1995-96 Calendar of the Strategic Plan Process*
- *1995-96 Strategic Plan* (Report 1995.05}
- *1995-97 Strategic Plan*, August 1996
- *1996-97 Strategic Plan Process*, Report 1996.01
- *1996-97 Strategic Plan*, Report 1996.05

- *1996-97 Strategic plan*, Report 1997.01
- *1996-97 Strategic Plan*, Part I, Report 1996.05
- *1996-97 Strategic Plan*, Part II, Report 1996.03
- 1996-97 2nd Year *Strategic Plan* evolution
- *1996-2000 Proposed Objectives*, Report 1996.03
- *1997-99 Strategic Plan Implementation Projects*
- 1998 president's *Annual Report*
- 1998-99 *Program Inventory*
- 1998-2003 Capital Maintenance Projects
- Academic Program Table
- *Timelines Flow Chart for Strategic Planning*
- *1997-98 Strategic Plan Follow-up Report*, Report 1998.13
- *1999 College Information*, Report 1999.02
- *1997-98 Environmental Scan*, Report 1999.03
- *1998-99 Environmental Scan Team Trends*, Report 1999.04

SUMMARY

Sound planning at WCCCD will enable the district to continue to accomplish its purposes and strengthen its educational effectiveness. The district is now at a point where planning integrates the major district initiatives. The district must now build upon the fundamental structure of integrated planning it has in place and sustain its own planning methodology. The following strengths and challenges identify how WCCCD is addressing and will continue to address its planning concerns.

STRENGTHS

1. WCCCD has established a planning model, as part of its overall structure, creating a present direction for integrated planning. Planning and evaluation functions are continuous and interdependent.

2. WCCCD's planning model is rooted in the support of its constituencies so that planning includes input from all interested internal and external groups. A broad base of the college is engaged in the dynamics of the planning process. This model is designed to be resilient during times of political change and stress.

3. WCCCD's decision-making processes and structures are informed by sound data that are the product of a developed and matured office of institutional planning and development. Results are distributed widely to a broad base of constituents who continue to learn how to read and act on these data

4. WCCCD's planning process has the continuous support of the chancellor's office, the office of educational affairs, the office of finance (including personnel and facilities management). All officers of the district have a role in planning and implementing the strategic plan. The staff and students of the college provide fundamental direction.

5. The college administration is highly active with other community colleges within the state developing state-wide recommendations for performance outcomes and performance indicators.

6. Planning models and processes, outcomes assessment, and effectiveness measures are only now becoming embedded in the culture of the college.

CHAPTER TEN

CRITERION V

The institution demonstrates integrity in its practices and relationships.

OVERVIEW

Wayne County Community College District (WCCCD) demonstrates integrity in its practices and relationships in numerous ways. It provides many publications to students, faculty and staff, and to the public which present accurate and detailed information about the institution. Some of this information is now available globally by electronics. The college reviews these publications frequently to ensure their quality. Policies and procedures are also spelled out plainly in these documents, and procedures for appeal of academic and other decisions are also carefully laid out and followed. The college's practices and policies attempt to eliminate conflict-of-interest, and the college follows state laws regarding open meetings and records. The college attempts to provide an appropriate environment for learning that is sensitive to the needs of diverse groups and individuals. It has policies in place regarding equity of treatment and access, non-discrimination and equal opportunity, and sexual harassment. It monitors compliance with those policies.

THE COLLEGE ACCURATELY COMMUNICATES ITS POLICIES AND PROCEDURES TO ITS CONSTITUENCIES.

> *The college Catalog, Schedule of Classes, View Book, recruitment brochures, web page and all other documents related to student recruitment provide appropriate and accurate information to students and prospective students regarding academic policies and curricula.*

The Office of the Vice Chancellor for Educational Affairs is responsible for the college's *Catalog* and the *Schedule of Classes*. The Office of Public Affairs produces recruitment brochures directly from information found in the *Catalog*. These offices coordinate the production of the documents and compile information from units throughout the college. Accuracy of the above documents is therefore maintained by multiple reviews from diverse groups and offices. All of these documents are available at no charge to students at every campus. The college complies with NCA guidelines by publishing the association's full address and phone number in each of these documents.

With regard to other specialized accreditation, Wayne County Community College District has included a list of the accrediting associations, their addresses, and telephone numbers in Chapter Eleven, "Federal Compliance," below. While the college's *Catalog* includes a list of these specialized accrediting associations, it does not include addresses and telephone numbers. Future editions of the college's *Catalog* will contain such information, and it will be disclosed, as appropriate, in accordance with federal requirements and Commission policy, in other college publications.

College *Catalog*

The *Catalog* is prepared every two years. During the production process every department and office in the college that is listed in or impacted by the *Catalog* reviews it. Ample time is provided for this review. Problems and inconsistencies are reported to the dean for academic services who ensures that correction is made in the *Catalog*. As college policies and procedures change the appropriate sections of the *Catalog* are updated accordingly.

Students are allowed to graduate under the catalog in effect the year in which they enrolled at the college, or under any subsequent catalog, provided that the student has not dropped out for four consecutive semesters. Thus, changes in academic policy affect only newly enrolling, re-entry or transferring students.

Schedule of Classes

The public affairs office prepares the *Schedule of Classes* under the direction of the vice chancellor for educational affairs. Every department and office in the college that is listed in or impacted by the *Schedule of Classes* participates in the review of each draft. The *Schedule of Classes* contains all of the information students need to enroll, be admitted to programs, pay fees, drop or add courses, obtain refunds, apply for financial aid and apply for graduation. All important semester dates are published in an easy to read calendar. Special information, such as the grading system, procedures for appealing grades and filing complaints, the sexual harassment, equal opportunity and smoke-free compliance policies, campus security and crime information, and important telephone numbers are also published in all semester schedules.

View-book

The is published biannually and provides general information about the college, its campuses, services and programs. Public affairs prepares the *View Book* from the information in the current *Catalog*. The latest edition is scheduled to be completed in late 1999.

Recruitment Brochures

The public affairs office also prepares recruitment brochures for each program directly from the program information contained in the college's *Catalog*. The appropriate campus assistant dean for instruction reviews the draft of each brochure. All recruitment brochures contain the appropriate compliance statements. Because of financial considerations, formal recruitment brochures were not produced between 1994 and 1998, however, recruitment brochures for all programs are being produced for fall of 1999.

Web Page

The public affairs office, in conjunction with the information technology (IT) department, prepares the college's web page. The information contained in the web page is received from the various departments, in particular the campus assistant deans for instruction. The communications coordinator ensures consistency with the college's *Catalog*, *Schedule of Classes*, etc. Because the web page is relatively new, no formal procedures have been developed for additions, deletions, modifications, or updates. In June 1999, a new director of public affairs was hired. This director, the Technology Committee, and the IT department will develop procedures for web page modification that will ensure consistency and accuracy.

> *The Faculty Resource Guide and the Student Handbook provide appropriate and accurate information to faculty and students.*

The *Faculty Resource Guide* and the *Student Handbook* are prepared to detail and describe college policies and procedures in a convenient and useful format.

Faculty Resource Guide

The Office of Educational Affairs produced an updated *Faculty Resource Guide* (formerly known as the *Faculty Handbook*) in January 1999. The *Faculty Resource Guide* details college policies and procedures in a convenient and useful format. Because this was a major rewrite, some material was duplicated and other material was inadvertently left out of this edition. Accordingly, the *Faculty Resource Guide* is only a reference document, useful when used in conjunction with the faculty *Master Agreement*. A revision to correct these oversights needs to be prepared.

The *Faculty Resource Guide* outlines faculty responsibilities in and out of the classroom, provides helpful policies and procedures related to faculty hiring, qualifications and certification to teach classes, payroll procedures, faculty assignments, and information about assessment and grading, textbooks, campus resources, students' rights and responsibilities, legal compliance, etc. Where appropriate, it references board policy and/or the *Master Agreement* between the college and the faculty bargaining unit.

Student Handbook

The dean of student services updated the current edition of the *Student Handbook* in 1997. That enrollment management office is preparing the 1999-2001 edition. It is scheduled for publication in 1999. The *Student Handbook* details college policies and procedures in a convenient and useful format.

The *Student Handbook* outlines students' rights and responsibilities in and out of the classroom, disciplinary procedures, the transfer guarantee, enrollment and re-entry procedures, academic standards, graduation .procedures, student support services, legal compliance, etc.

The AFT Master Agreement

The *Master Agreement* between the college and AFT Local 2000 (the faculty union) provides appropriate and accurate information to faculty and staff and provides for dispute resolution.

The *Master Agreement*, which applies to full-time and part-time faculty, outlines rights and responsibilities. Specifically, it documents faculty assignments, curriculum development, syllabi development, qualifications for initial and continuing employment, sabbaticals, grade preparation and submission, meeting attendance requirements, evaluation, salary, and other labor issues. As discussed in a later section, this document defines the internal dispute resolution process between faculty and the administration of the college.

THE COLLEGE ENSURES ACCURACY AND INTEGRITY IN PUBLICATIONS AND ADVERTISEMENTS INTENDED FOR EXTERNAL PUBLICS.

The principal on-going publications for external audiences are the college's *Catalog, Schedule of Classes*, *View Book*, recruitment brochures, *Campus Connections* (a periodic newsletter), and the chancellor's *Annual Report*. The first two documents also have large internal constituencies. The first four documents were discussed earlier in this chapter.

The Office of Public Affairs publishes *Campus Connections*, the college's newsletter, six times a year. It is mailed to approximately 10,000 recipients. No instances of inaccurate information in any edition of *Campus Connections* have been reported.

The chancellor, in cooperation with the public affairs office, prepares the chancellor's *Annual Report.* This publication is carefully reviewed for accuracy prior to publication. No instances of inaccurate information in the *Annual Report* have been reported.

There are many other ways through which various components of the college communicate with their constituents. Some units have newsletters, for example, and many units prepare informational brochures regarding the services they provide. While there have been no reported instances of wildly inaccurate information being conveyed, inconsistencies in data presented have occurred. These inconsistencies typically result when data from different years are being used, or from inconsistent definitions being used in data analysis. This, however, has not been a major problem.

STATED POLICIES AND PROCEDURES ARE CONSISTENT WITH THE PRACTICES OF THE COLLEGE.

Academic and financial transactions with students are carried out in accordance with written policies and procedures. Exceptions are granted in an equitable and appropriate manner.

Academic transactions with students are carried out daily in various departments of the college, as well as in the many administrative offices that have regular contact with students about academic matters. Having well-defined and widely known academic policies is absolutely essential.

One way the college demonstrates a commitment to consistently carry out its obligations for academic and financial transactions with students is by providing detailed written policies and procedures in the college's *Catalog* and semester *Schedule of Classes.* The semester *Schedule of Classes* includes a calendar with important dates for students.

Academic requirements for each degree and certificate offered are detailed in the *Catalog.* Equivalency tables, defining equivalent courses from other post-secondary institutions, are used to evaluate the academic achievement of transfer students. Occasionally, some students have courses transferred from other institutions that do not match with any WCCCD course or requirement. In this environment, clear procedures are necessary for implementing the written policies and procedures and for making exceptions to them. In such instances, the appropriate campus assistant dean for instruction in conjunction with the central records office jointly determine what credit, if any, is awarded.

Occasionally, due to class cancellations, substitution of one or more program requirements is necessary to facilitate graduation. In such cases, the appropriate campus assistant dean for instruction prepares a written "Waiver of Program Requirements" documenting the substitution and the reason.

The most common reasons for requesting exceptions to policy are failure of the student to understand the policy or incorrect advising provided to the student. In the latter case, exceptions are generally granted if that can be done without negatively affecting academic integrity. However, given the detailed program requirements published in the *Catalog*, the frequency of such errors is small.

Grade appeal procedures are in place and are regularly published in the *Catalog*, the *Student Handbook*, the *Faculty Resource Guide*, and the *Schedule of Classes*.

The library has written policies and procedures concerning the assessment of fines and fees.

THE COLLEGE CONSISTENTLY CARRIES OUT ITS OBLIGATIONS TO PERSONNEL ACCORDING TO WRITTEN POLICIES AND PROCEDURES.

Personnel obligations are defined in the policies of the board of trustees, college procedures, and the master agreements between the board of trustees of the college and the three employee unions. These documents are available to all employees of the college. Many of the policies and procedures are included or referenced in the *Faculty Resource Guide* discussed previously.

All personnel transactions, such as elections for health insurance coverage, retirement plan, disability plan, promotions, demotions, transfers, discipline, hiring, and termination, are conducted in writing. Review at many levels is required for virtually all of these transactions to ensure that they are carried out according to policy. Administrators at all levels are responsible for ensuring that these policies and procedures are appropriately carried out

Union Contracts and Dispute Resolution

As discussed in Criterion II previously, master agreements between the Wayne County Community College District Board of Trustees and the three unions representing many of its employees define many rights, responsibilities and an internal dispute resolution process. Twenty-four grievances, written by the faculty union during the contract period (1995 through 1999), have been resolved, and 23 remain unresolved. Ten grievances, written by the union for clerical and support staff during the contract period (1998 through 2001), have been resolved, and 20 remain unresolved. Seventy grievances, written by the union for professional and administrative employees during the expired contract period (1995 through 1998), have been resolved, and 87 remain unresolved.

THE COLLEGE DEMONSTRATES ITS INTEGRITY IN ITS OPERATION AND PRACTICES.

Policies and procedures exist to avoid conflict of interest at all levels

The faculty *Master Agreement* states that the faculty are able to speak or write as individuals free from censorship or discipline by the institution, provided that the faculty member should seek to be accurate and avoid indicating that he or she is speaking for the institution.

Board policy restricts secondary employment to ensure that such assignments do not interfere with the effective discharge duties for the college. Board policy restricts vendor-customer relationships between the employee and the college without prior disclosure.

Sports Program

In 1997, WCCCD began implementation of a sports program. Currently, WCCCD has men's basketball, women's basketball and golf. In fall 1999, women's volleyball will be implemented. Upon the addition of a fifth sport, WCCCD will meet the Michigan Community College Athletic Association and National Junior College Athletic Association requirements for full participation status. In spring 1999, the college issued the first athletic scholarship.

WCCCD abides by all of the rules of the Michigan Community College Athletic Association and National Junior College Athletic Association. College student-athletes receive no preferential treatment and are subject to the same academic requirements as non-athletes.

FULL DISCLOSURE IS PRACTICED IN ALL OF THE COLLEGE'S DEALINGS

Meetings of the board of trustees are conducted every other month. Committee meeting are scheduled between full board meetings. All open meetings laws are strictly adhered to.

Notices of all meetings are posted in prominent places. Any member of the public may attend. Agendas are prepared and are distributed to all in attendance. Minutes of meetings are prepared and are available for review in the Office of the Board of Trustees.

Relationships with external entities are completely, accurately and clearly set forth in publicly available documents (purchase orders, invoices, contracts, etc.) No problems were identified with these relationships. One external entity with which WCCCD has a close ongoing relationship is the WCCCD Education First Foundation, which provides scholarships to some WCCCD students. Currently, WCCCD provides in-kind services to the foundation. As this entity flourishes, the foundation should be able to completely support itself.

RELATIONSHIPS WITH EXTERNAL PUBLICS AND OTHER INSTITUTIONS OF HIGHER LEARNING ARE CONDUCTED ETHICALLY AND RESPONSIBLY

The college has a number of relationships with other educational institutions, both high schools and four-year institutions, evidenced by articulation agreements. These agreements facilitate the smooth transition of students to WCCCD from various high schools and from the college to four-year schools. A document summarizing articulation agreements with four-year institutions is available in the resource room. Most of the articulation agreements were the product of negotiations between the appropriate campus assistant dean for instruction and representatives from the four-year institution. Final WCCCD approval is given by the vice chancellor for educational affairs.

As discussed in Criterion III, the college offers enrichment programs for pre-college level students funded by DAPCEP, Inc., the National Science Foundation, and NASA. The board of trustees approved participation in all these programs.

The college has an agreement with Belleville High School to dually enroll some of its students in the heating, ventilation, and air conditioning program at the Western Campus. Charges to the Van Buren school district, to which Belleville belongs, are based on regular tuition rates.

Academic and workforce development and community education classes are offered at various off-site locations throughout the district. In some cases, the college rents space at these facilities and in some cases facility space is made available to the college at no charge. All such agreements are approved by the chancellor, and agreements involving expenditures of $50,000 or more ($25,000 or more pre-1999) are also approved by the board of trustees.

The college participates in two *Tech Prep* (technical preparation) programs that exist to develop seamless education in vocational areas. Tech Prep 2000 is a consortium between WCCCD and the Detroit Public Schools. This consortium operates through a grant and the Detroit Public Schools is the fiscal agent. The Downriver Technical Prep Consortium is a consortium between WCCCD and ten downriver school districts. The college is the fiscal agent for the small grant that provides the consortium's operating funds. For six months during fiscal 1998-1999, the college donated the services of a WCCCD employee on a part-time basis to act as coordinator. In future fiscal years, the consortium will reimburse the college for coordinating activities. The board of trustees has approved participation in these Tech Prep consortia.

Some college programs, particularly those in the health care fields, require the use of outside clinical sites. In such cases, contracts are prepared between clinical sites and WCCCD. The college also subcontracts its veterinary technology program to Wayne State University. The board of trustees approved the contract between the college and WSU.

THE COLLEGE MAINTAINS AN ENVIRONMENT THAT SUPPORTS SENSITIVITY TO DIVERSE INDIVIDUALS AND GROUPS

The college has adopted and monitors carefully, through the EEO coordinator, policies on equal educational and employment opportunity and sexual harassment. The importance of these is reflected in the fact that they are in the *Catalog, Schedule of Classes*, the *Student Handbook*, and the *Faculty Resource Guide*.

Wayne County Community College District is open to diverse individuals and groups because of its open admissions policies. Students range in age from 17 to over 70. Approximately 75 percent are part-time and about 45 percent work at least part-time. Over 64 percent of students come from minority groups, 75 percent are female, and 300 international students, inclusive of all visa categories, attend the college. The results of the *PACE* survey indicate that diversity is highly valued at WCCCD.

The college attempts to recognize the changing needs of its students and to respond with new programs, course offerings on evenings and weekends, courses via television, teleconferencing, on the Internet, and course offerings in off-campus locations.

The *ACCESS* department provides peer assistance for students, especially students with special needs. The college has been making substantial efforts to accommodate students with disabilities.

Student Complaints

All student complaints lodged with the Office of the Chancellor are logged. Complaints logged by category are detailed below:

Figure 61: Logged student complaints, chancellor's office, 1992-1999.

Category	1999	1998	1997	1996	1995	1994	1993	1992	Total
Records	6	6	3	3	10	18	15	2	**63**
Financial Aid	8	3	6	6	3	9	11	3	**49**
Reimbursement	1	3	0	0	0	0	0	1	**5**
Faculty/Admin.	3	10	4	11	12	7	3	4	**54**
Security	1	1	0	0	2	0	1	3	**8**
Student Services	2	0	0	0	1	1	2	1	**7**
Facility	0	1	1	3	1	2	2	0	**10**
Billing/Payables	0	1	1	0	1	5	2	0	**10**
Procedures/ Policy	0	0	0	7	4	3	3	0	**17**
Scheduling	0	0	0	1	1	2	2	3	**9**
Total	**21**	**25**	**15**	**31**	**35**	**47**	**41**	**17**	**232**

In almost all cases, complaints received by the Office of the Chancellor are referred to the appropriate department for resolution, if possible. As noted above, there is a downward trend in the number of complaints received in the chancellor's office. When complaints related to financial aid and reimbursement are not considered, the trend is even more dramatic. This can be attributed to several factors, including improvement in the delivery of services as the result of site-based management and the role of the campus assistant deans for instruction.

SUMMARY

In all activities, Wayne County Community College District strives to reinforce its mission through its practices. The college must comply with local, state, and federal statutes and regulations. Wayne County Community College District employs qualified persons and demonstrates integrity in its practices and relationships.

STRENGTHS

1. Few inconsistencies exist in printed documents, and even in those cases, the problems are minor.
2. The community is more involved with the college as evidenced by its help with the external review and its participation in the community satisfaction survey. Further evidence is provided by the community's landslide approval of a permanent millage.
3. The number of complaints received in the chancellor's office from 1996 through 1998 is down over 40 percent from the previous three-year period.
4. The board of trustees has received training and it no longer micro-manages the affairs of the college.

CHALLENGES FOR THE FUTURE

1. As the evolution toward site-based management continues, the institution needs to be vigilant in updating its written procedures to reflect the organizational structure and reporting changes.
2. Many times, responsibility for an important task resides solely with a single individual. The institution should create processes and procedures that are not dependent upon one person.
3. The public affairs department should develop the college's web site and develop and implement procedures for updates to the site.
4. The college needs to ensure adherence to federal requirements regarding the accurate disclosure of institutional and specialized accreditation. The college, through the public affairs department, needs to develop publication policies and review procedures to ensure consistency in its publications and accuracy in its disclosures.

CHAPTER ELEVEN

FEDERAL COMPLIANCE

CREDITS, PROGRAM LENGTH AND TUITION

Wayne County Community College District's semester consists of fifteen weeks of classes in both the fall and in the spring. Summer terms are either nine weeks (*Summer I*) or seven weeks (*Summer II* and *Summer III*). For lecture courses, one credit hour equates to one contact hour, although a contact hour is actually 55 minutes. Laboratory courses equate one credit hour to two contact hours. Nursing clinical courses equate one credit hour to four contact hours. This ratio is acceptable with the program's accreditation agency — the National League for Nursing (NLN). The minimum number of credit hours required for an associate's degree is 60. Some programs like nursing have a minimum of 72 credit hours. Complete information on program length is published in the college's *Catalog*.

Tuition is $54.00 per credit hour for in-district students. Non-residents pay $70.00 per credit hour. Out-of-state and international students pay $89.00 per credit hour. Laboratory fees vary and are published in the *Schedule of Classes*. This is no program-specific tuition. The above practices are consistent and comparable to other institutions of higher education. (See the sample of local community college catalogs in the Resource Room.)

INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION

The Office of Financial Aid maintains updated policies and procedures in compliance with the Title IV Reauthorization (as amended). The office conducts entry and exit interviews with students who have outstanding Stafford loans. Enrollment status of these students is electronically reported through The National Student Loan Clearinghouse. The college, through diligent monitoring of the student loan program, has successfully achieved a 12.6 percent cohort default rate for fiscal year 1997 — far below the 25 percent threshold. Other programs are tested for compliance through a state-of-the-art student system (EDEN-OA). The system, through a batch program, checks for student admission into an eligible program, high school graduation, satisfactory academic progress; and also for any comment made on the student's Institutional Student Information Report (ISIR) by the Federal Pell processor. Such comments require follow-up to further determine student eligibility. Written procedures require follow-up on any application flagged by the Pell processor for verification, or on any that contain inconsistent information.

The college applied for recertification of eligibility to participate in Title IV programs through the US Department of Education (DOE) in 1997. The institutional participation and Oversight Service/Student Financial Assistance Programs (IPOS) completed the application review and determined to grant provisional certification. The college anticipated this determination after being placed on a reimbursement method of payment by the US Department of Education in 1996. Region V of the US Department of Education during that year, conducted a review of the college's administration of Title IV programs. The review covered award years beginning 1993-1994 through 1995-1996. The department issued a final program review determination (FPRD) on February 9, 1998. However, immediately following the review, the department notified the college of its findings of noncompliance of Title IV regulations and placed the college on a reimbursement method of payment.

Wayne County Community College District has been on financial aid reimbursement since the spring of 1996. Major liability issues involved refund calculations for unofficially withdrawn students, and fund reconciliation. Immediate action included hiring consultant services of KPMG Peat-Marwick to assist in the development of processes and procedures as required by the Department of Education for obtaining reimbursement of student financial aid disbursements. The contracted services with KPMG Peat-Marwick concluded in May 1999. This came after the DOE gained confidence in the college's processes, and as a result, no longer required a 100 percent review of files submitted for reimbursement, but rather, a random sample review. The first sample review occurred on site in March 1999, and the second in May 1999. Both reviews netted more than 99 percent acceptance of the total population of files submitted for reimbursement.

The quality assurance process, developed with the assistance of KPMG, continues. Additionally, the college continues to complete goals and objectives as outlined in its 1998-1999 *Administrative Action Plan* that was submitted to the US Department of Education. This plan was written to highlight areas of concern that need to be addressed for a return to the advanced method of Title IV payment.

The 1998-1999 *Administrative Action Plan* was developed to establish goals and objectives to move the college from the reimbursement system. They are:

Goal #1

Transition management of reimbursement process from KPMG-LLP to college management.

Objectives

- Select a reimbursement operations staff member for group leader
- Fill budgeted position for compliance auditor
- Conduct training for compliance analyst

Goal #2

Restructure Financial Aid

Objectives

- Review financial aid positions for abolishment and/or creation
- Identify positions to delete and/or create
- Modify existing job description and/or create new job descriptions
- Meet with union officials for approval to change or create new job descriptions
- Budget for newly created positions
- Submit to board of trustees for approval to post newly created positions
- Post, recruit, interview, select candidates for newly created positions
- Centralize financial aid file review and award process
- Conduct training sessions with staff responsible for file review and awards
- Relocate files and staff to central administration

Goal #3

Implement electronic quality control process as prelude to phasing out reimbursement operations process

Objectives

- Purchase and install appropriate hardware and software
- Test system and train staff
- To the extent possible, mirror electronic process of reimbursement operation
- Reduce error rate to 5 percent or less

Goal #4

Implement electronic Pell Payment process

Objectives

- Install Department of Education Software
- Assign and train staff for use upon return to advance payment method

Goal #5

Implement electronic transfer of funds

Objectives

- Install Department of Education Software
- Begin electronic draw of Title IV funds
- Begin transmission of electronic PMS 272

Goal #6

Form Transition monitoring Team

Objectives

- Recruit, identify and hire team members
- Complete transition to centralized one-tier file review process

Goal #7

Redesign process for the calculation of financial aid refunds

- Objectives
- Transition responsibility from reimbursement operation to district financial aid
- Identify staff to assign responsibility--cross-train
- Computerize calculations using stand-alone system

Goal #8

Implement staff evaluation system

Objectives

- Develop measurable goals and objectives for each unit/each staff person
- Share outcomes with Campus Provosts for use in completing employee appraisals

Goal #9

Conduct regularly scheduled in-service training

Objectives

- Schedule sessions to follow financial aid association's conferences and training workshops
- Assign staff to design and conduct training workshops

Goal #10

Require staff professional development

Objectives

- Assign staff to attend regional and national financial aid conferences
- Assign staff responsible for file review and maintenance to attend local financial aid training workshops

Goal #11

Invite the Department of Education for on-site visit

The *Administrative Action Plan* also attaches timelines to the objectives. (Resource Room: 1998-99 *Administrative Action Plan*) The college's financial resources have been stressed during this time of reimbursement. Strategic planning efforts were impacted greatly which necessitated revising priorities. Administrative attention was focused on maintaining quality in the delivery of instruction. Therefore, some non-critical positions were not immediately filled and ordering of supplies was limited to essentials.

The college supports efforts to bring the reimbursement issue to closure. This is evidenced by the default rate which was 21.3 in 1996 and is currently at 12.6.

ADVERTISING AND RECRUITMENT MATERIAL

Wayne County Community College District has always listed North Central Association (NCA) as the body that accredits the institution. With the change in NCA policy requiring the address and telephone number, the college has complied with this requirement.

In preparation of the evaluation team visit in November 1999, the college did invite public comment. At the chancellor's "state of the college" luncheon with community and business leaders, flyers requesting public comment were placed on each table. The flyer read:

> ***We Welcome Public Comment:***
>
> *Wayne County Community College District is seeking continued accreditation through North Central Association of Colleges and Schools. The site visit is scheduled for November 8, 9, and 10, 1999. Your written comments before these dates can be sent directly to:*
>
> *NCA North Central Association of Colleges and Schools Commission on Higher Education*
> *30 N. LaSalle St., Suite 2400*
> *Chicago, IL 60602-2504*
> *(800) 621-7440, (312) 263-0456*
>
> *Thank you for your continued support.*
>
> *Wayne County Community College District where learning leads to a better life.*

This was also published in, the *Detroit News*, the *Detroit Free Press*, the *News Herald*, *Soul Force*, and the *Michigan Chronicle*, and the statement appears on the college's Web-site < www.wccc.edu >.

INSTITUTIONAL ACCREDITATION

Wayne County Community College District is accredited by North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 30 North La Salle Street, Suite 2400, Chicago, Illinois 60602-2504, (800) 821-7440. This is the only agency for institutional accreditation.

In addition, specific continuing program accreditation has been granted by the following accrediting bodies:

American Dental Association Commission on Dental Accreditation
211 E. Chicago Ave.
Chicago, Illinois 60611 (312) 440-4653
Status: Preparing self-study for 2000

American Dietetic Association
216 W. Jackson Blvd.
Chicago, Illinois 60606-6995 (312) 899-4872
Status: Preparing self-study for 2000

National League for Nursing Accreditation Commission
350 Hudson Avenue
New York, New York 10014 (800) 669-1656
Status: Self-study prepared for September 1999

Accreditation Council for Occupational Therapy Education
4720 Montgomery Lane
P. O. Box 31220
Bethesda, Maryland 20924-1220 (301) 652-2682
Status: Preparing self-study for 2000

Program approval is provided by the following bodies:

American Veterinary Medical Association
1931 North Meacham Road
Schaumburg, IL 60173-4360 (800) 248-2862
Status: 1998-2003

Federal Aviation Administration
FAA/GRR/FSDO
P. O. Box 88879
Grand Rapids, Michigan 49588-8879 (616) 954-6657

State of Michigan — EMT Program
CIS-EMS Division
P. O. Box 30664
Lansing, Michigan 48909 (517) 335-0918
Status: Site Visit 7/20/99, anticipated approval 2000-2003

Initial accreditation is being sought for the following programs:

Association of Surgical Technologists
7108 C. S. Alton Way, Suite 150
Englewood, Colorado 80112-2106 (303) 694-9130
Status: Initial visit January 27, 2000

Commission on Accreditation for Respiratory Therapy
1701 W. Euless Blvd., Suite 300
Euless, Texas 76040-6823 (817) 283-2835
Status: Initial visit September 1999

Joint Review Committee on Educational Programs for the EMT Paramedic
1701 W. Euless Blvd., Suite 300
Euless, Texas 76040-6823 (817) 283-2835
Status: Initial accreditation self-study in progress

CHAPTER TWELVE

CONCLUDING COMMENTS

The self-study process at Wayne County Community College District has provided an opportunity for the college community to assess itself honestly and act to pursue greater excellence. The self-study assembles a wealth of detail and interpretation. It was deliberately not written in one voice so that administrators, faculty, staff and students would be able to find their own words.

As indicated in the *Preface*, the college set four goals for the self-study, namely,

- *to prepare a self-study that will support continued accreditation*
- *to involve community, administration, faculty, students and staff in a process to improve services at WCCCD*
- *to improve communication and awareness within the college community*
- *to support a spirit of cooperation, collegiality and teamwork to take the college into the 21st century*

We believe that each of these goals has been met. As the college continues to fulfill commitments outlined in its mission and in its identification of areas requiring improvement through this self-study process, it will provide further validation of this assertion.

The data and dialogue presented in the self-study demonstrate that Wayne County Community College District meets all criteria for accreditation and all general institutional requirements. Documentation exists to assist the on-site NCA evaluation team in their evaluation of the college.

Wayne County Community College District has definite strengths that give it confidence and credibility as it continues to serve the people of this community. The self-study process analyzed and evaluated institutional strengths and concerns to be able to continually improve all aspects of the district and to effectively prepare for the future.

CONCLUSIONS

The self-study process and report have resulted in the following conclusions:

1. Wayne County Community College District has used its mission statement to articulate and focus its endeavors. The college's mission and purpose are appropriate to the communities that it serves and to an institution of higher education.

2. The district's governance and administrative structures assure consistency and equity in all administrative processes and initiatives.

3. The district has sufficient human, financial and physical resources to accomplish its purpose and has organized these resources in a manner that effectively supports teaching and learning. Continued integration of technology in the classroom will assist the district's educated, experienced, dedicated, and committed faculty to meet the changing needs of the student population.

4. The college has adopted a faculty-driven model to assess student academic achievement that will continuously improve teaching and learning. The support for faculty and staff development is continuous.

5. Through district-wide planning efforts Wayne County Community College District is poised and committed to expand current initiatives, resources, and programs in support of its purposes.

6. Institutional values, policies, and procedures evidence integrity and reflect the college's commitment to diversity, equity, and access.

7. Renewed confidence in the institution was evidenced by the overwhelming support of the vote for a permanent millage. This follows the positive image the college is enjoying at this time.

8. Through the self-study, the college has a better understanding of its future and its challenges. Strategic planning, institutional effectiveness, and student academic achievement are avenues to provide the college with a comprehensive and systematic approach to meet future opportunities and challenges.

CHALLENGES FOR THE FUTURE

This report concludes by presenting the following challenges in a framework that supports a commitment to continuous improvement.

1. A teamwork-based environment must be strengthened to maximize shared governance and opportunities for participation in organizational matters.

2. Financial aid reimbursement has far-reaching implications. The college should continue its aggressive efforts to bring this issue to closure.

3. Financial planning must continue to be refined to address growth, new sources of revenue, increased student aid and need, and changing political and national policies.

4. Levels and patterns of employee staffing must be developed to meet changing organizational dynamics and needs. This includes the orderly replacement and recruitment of qualified faculty.

5. The information technology area must continue development of access to information technologies for faculty, staff, and students that enable and support informed decision-making.

6. The college needs to accelerate its efforts to convert official college publications into an electronic format that could be readily accessible to the public. To maintain and increase institutional integrity, the college might consider establishing an electronic library by converting *Policy and Procedure Manuals*, the *Student Handbook*, the *Faculty Resource Guide*, calendars of activities, the college's *Catalog*, and other documents into an electronic format and make them available through the college Web page.

REQUEST FOR CONTINUING ACCREDITATION

The process of conducting and writing the self-study verifies that Wayne County Community College District is a resourceful institution which has responded to the changing needs of its constituencies while maintains strong, quality programs and services. It further confirms that the college is committed to function effectively as it meets the challenges of the future. Therefore Wayne County Community College District requests continued accreditation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

APPENDIX A

BASIC INSTITUTIONAL DATA FORMS

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Forms

Table of Contents

Data Form A - Enrollment Trends 3-6

Part 1 - Full-time Enrollment 4
Part 2 - Part-time Enrollment 5
Part 3 - Full-time Equivalent Enrollment 6
Part 4 - Other Significant Institutional Enrollments 6

Data Form B - Student Admissions, Ability and Performance Measures and Financial Aid 7-10

Part 1 - Student Admissions 7-8
Part 2 - Ability Measures of Freshman 9
Part 3 - Ability Measures of Entering Graduate Students 9
Part 4 - Undergraduate Student Financial Aid 10
Part 5 - Graduate Student Financial Aid 10

Data Form C - Instructional Staff and Faculty 11-14

Part 1 - Full-Time Instructional Staff and Faculty Information 11-12
Part 2 - Salaries of Full-Time Instructional Staff and Faculty 12
Part 3 - Part-Time Instructional Staff and Faculty Information 13-14
Part 4 - Salaries of Part-Time Instructional Staff and Faculty 14

Data Form D - Library/Learning Resource Center 15-34

Data Form E - Computer Services 35-38

Data Form F - Certificate, Diploma and Degree Programs 39

Data Form G - Intercollegiate Athletics 43

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

ENROLLMENT TRENDS

DEFINITIONS

I. Undergraduate. This classification includes students enrolled in:

A. Bachelor's degree programs.
B. Associate degree programs.
C. Programs leading to one-, two- or three-year certificates or diplomas.
D. Clearly numbered undergraduate courses taken without a specific credential as the goal.

II. Graduate. This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

III. Professional. This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

IV. Full-Time. Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

V. Part-Time. Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.

IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.

VI. Other. Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: **Wayne County Community College District***

Five campuses combined

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1996 — 1997	1997 — 1998	1998 — 1999
Freshman – Degree oriented (Definition I-A&B)	1,371	1,170	1,432
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)	1,326	1,288	963
Sophomore - Degree oriented (Definition I-A & B)			
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior			
Senior			
TOTAL UNDERGRADUATE	2,697	2,458	2,395
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	2,697	2,458	2,395
OTHER			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: **Wayne County Community College District***

** Five campuses combined*

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1996 — 1997	1997 — 1998	1998 — 1999
Freshman – Degree oriented (Definition I-A&B)	2,968	3,033	3,453
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)	4,254	3,922	3,681
Sophomore - Degree oriented (Definition I-A & B)			
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior			
Senior			
TOTAL UNDERGRADUATE	7,222	6,955	7,134
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	7,222	6,955	7,134
OTHER			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: **Wayne County Community College District***

5 campuses combined

Formula used to compute FTE: 1 for each full-time (≥12 hours) student plus 1/3 of total part-time students

	Two Years Prior	**One Year Prior**	**Current Year**
	1996 — 1997	**1997 — 1998**	**1998 — 1999**
UNDERGRADUATE - (see definitions I.A thru D)	**5,104**	**4,776**	**4,773**
GRADUATE - (see definition II)			
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
TOTAL	**5,104**	**4,776**	**4,773**

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: **Community service/community education**

	Two Years Prior	**One Year Prior**	**Current Year**
	1996 — 1997	**1997 — 1998**	**1998 — 1999**
TOTAL UNDERGRADUATE			
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	**774**	**1,554**	**1,442**
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	***All remedial/developmental provides credit***		
TOTAL OTHER			
TOTAL	**774**	**1,554**	**1,442**

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

BEST COPY AVAILABLE

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: **Wayne County Community College District**

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes ☒ No ☐

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	1996 — 1997	1997 — 1998	1998 — 1999
Number of applicants with complete credentials for admission to the freshman class	2,251	2,336	3,179
Number of applicants accepted	2,551	2,336	3,179
Number of freshman applicants actually enrolled	527	1,088	1,151
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	250	400	400
Number of advanced-standing undergraduate applicants accepted	250	400	400
Number of advanced-standing undergraduate applicants actually enrolled	100	200	200
MASTER'S			
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: N/A

	Two Years Prior	One Year Prior	Current Year
DOCTORAL			
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	**Report by degrees**			
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: **Wayne County Community College District**

Specify quarter/semester reported: **FALL 1998**

Are scores used or routinely collected ? Yes ☒ No ___

A. Class ranking of entering freshman	N/A
Percent in top 10% of high school class	
Percent in top 25% of high school class	
Percent in top 50% of high school class	
Percent in top 75% of high school class	

B. SAT scores for entering freshman	**Verbal**	**Math**
Class average SAT score	N/A	N/A
Percent scoring above 500		
Percent scoring above 600		
Percent scoring above 700		

C. Mean ACT scores for entering freshman	N/A
Composite	
Mathematics	
English	
Natural Sciences	
Social Studies	

D. Other tests used for admission or placement	
Test name	ASSET
Mean or Composite	WS: 36.1 RS:36.7
	NS: 34.1
Range	WS: 23-54 RS: 23-53
	NS: 23-55

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A. **Graduate Record Examination** **Range** N/A High N/A Low
(for total Graduate School excluding professional schools)

B. **Miller Analogies Test** **Range** N/A High N/A Low
(for total Graduate School excluding professional schools)

C. **On a separate sheet, indicate other test data used for admission to professional programs.**

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7, December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

1997-98

Name of institution/campus reported: **Wayne County Community College District**

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	**$ 6,864,092**	**5,247**
	Loans	**$ 384,943**	**199**
	Employment	**$ 565,948**	**237**
STATE	Grants and Scholarships	**$ 729,800**	**940**
	Loans	**0**	**0**
INSTITUTIONAL	Grants and Scholarships	**0**	**0**
	Loans	**0**	**0**
	Employment	**$ 212,830**	
FROM OTHER SOURCES	Grants and Scholarships	**$ 750**	
	Loans	**0**	
Unduplicated number of undergraduate students aided			**5,560**
Number of students receiving institutional athletic assistance			**0**
Percentage of institutional aid for athletic assistance			**0**

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	**N/A**	**N/A**
	Loans		
	Employment		
STATE	Grants and Scholarships		
	Loans		
INSTITUTIONAL	Grants and Scholarships		
	Loans		
	Employment		
FROM OTHER SOURCES	Grants and Scholarships		
	Loans		
Unduplicated number of graduate students aided			**N/A**

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: **Wayne County Community College District**

Specify quarter/semester reported: **Fall 1998 (IPEDS)**

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hisp.	Asian	Native Am.	Other	20-35	35-50	50-65	65-ov
Professor												
Associate Professor												
Assistant Professor												
Instructor	51	64	61	49		3	2			22	87	6
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants	1	1	2									
Undesignated rank												
Number of instructional staff added for current academic year	*	*	*	*	*	*	*	*				
Number of instructional staff employed in previous academic year, but not re-employed for current academic year	*	*	*	*	*	*	*	*				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; December 1996

**** Data will be provided in an addendum to these BID's.***

BEST COPY AVAILABLE

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form C

Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: **Wayne County Community College District**

Specify quarter/semester reported: **Fall 1998 (IPEDS)**

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research, or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	**Associate**	**Bachelor's**	**Master's**	**Specialist**	**Doctoral**
Professor						
Associate Professor						
Assistant Professor						
Instructor			4	68		43
Teaching Assists. & other teaching peers						
Research staff & Research Assists.		1				1
Undesignated rank						
Number of instructional staff added for current academic year	*	*	*	*	*	*
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	*	*	*	*	*	*

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	**RANGE**	
		High	**Low**
Professor			
Associate Professor			
Assistant Professor			
Instructor	$ 54,654	$ 61,916	$ 35,119
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants	$ 62,000	$ 81,000	$ 43,000
Undesignated rank		$ 72,751	$ 45,836

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

**** Data will be provided in an addendum to these BID's.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: **Wayne County Community College District**

Specify quarter/semester reported: **Fall 1998 (IPEDS)**

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Rang			
	Male	Female	White	Black	Hisp.	Asian	Native Am.	Other	20-35	35-50	50-65	65-ov
Professor												
Associate Professor												
Assistant Professor												
Instructor	107	64	89	75	2	4	1		*	*	*	*
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	*	*	*	*	*	*	*	*				
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	*	*	*	*	*	*	*	*				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

**** Data will be provided in an addendum to these BID's.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form C
Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: **Wayne County Community College District**

Specify quarter/semester reported: **Fall 1998**

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	**Associate**	**Bachelor's**	**Master's**	**Specialist**	**Doctoral**
Professor						
Associate Professor						
Assistant Professor						
Instructor			44	95		32
Teaching Assists. & other teaching peers						
Research staff & Research Assists						
Undesignated rank						
Number of instructional staff added for current academic year	N/A	N/A	N/A	N/A	N/A	N/A
Number of instructional staff employed in previous academic year, but not re-employed for current academic year	N/A	N/A	N/A	N/A	N/A	N/A

Part 2 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor	N/A	$ 48.94/hour	$37.48/hour
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

246

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: **Wayne County Community College District, Downriver Campus**

Do you have specialized libraries not included in this data. Yes___ No ☒ If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	N/A	N/A	N/A
Total circulation to students	9,050A	12,100	15,000 (est.)
Per capita student use (circulation to students divided by the number of enrolled students)*	1.85	2.70	3.88
Total circulation to faculty**	N/A	N/A	N/A
Per capita faculty use (circulation to faculty divided by number of FTE faculty)**	N/A	N/A	N/A
Total circulation to Community Users	9,050	12,100	15,000 (est.)
Number of items borrowed from other libraries via interlibrary loan	5	5	35
Number of items lent to other libraries via interlibrary loan	0	0	0
Hours open per week	60	60	60
On-line electronic database searches (usually mediated by library staff)	125,698	107,485	110,500
Total Library staff presentations to groups/classes	130	110	150
Tours and one-time presentations	65	55	75
Hands-on instruction for using electronic databases	65	55	75
Hands-on instruction for Internet searching	0	0	0
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	13,515	16,178	18,300
Print serials/periodicals	130	150	170
Electronic serials/periodicals	110	110	110
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	N/A	N/A	N/A

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

* ***Based on combined fall and spring enrollment for each semester.***

** ***Included in total circulation. No separate statistics kept.***

North Central Association of Colleges and Schools

Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Wayne County Community College District, Downriver Campus

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	874	1,164	1,164
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	0	50	63
Number of CD-ROM databases available for searches by students	1	1	1
Number of subscriptions to scholarly journals	10	15	15
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	1	1	1
Number of FTE non-professional staff	2	2	2
Number of FTE student staff	2	2	2
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment) **140 seats**	.03	.03	.04
Number of publicly accessible computers*	1	1	1
Estimated linear shelving space remaining for expansion	130	130	150
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	$ 47,938	$ 53,070	$ 54,662
Total non-professional staff salaries	$ 38,198	$ 44,552	$ 38,242
Total student staff salaries	$ 35,200	$ 36,800	$ 38,400
For collection			
Books/other printed materials	$ 14,100	$ 14,750	$ 19,000
Print serials/periodicals	$ 5,900	$ 5,250	$ 6,100
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	0	0	0
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

* ***The campus has 14 library terminals with public access to DALNET.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Wayne County Community College District, Downriver Campus

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
E. EXPENDITURES (Continued)			
Access and other services	*Included in district LRC budget*		
Interlibrary loan			
On-line database searches			
Network membership	0	0	0
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	0	$ 3,500	0
Other operating expenses (excluding capital outlay)	$ 1,175	$ 2,675	$ 1,357
Total library expenses	$ 124,911	$ 124,911	$ 138,561

F. OTHER	YES	NO
Output measures	X	
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(801) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: **Wayne County Community College District, Downtown Campus**

Do you have specialized libraries not included in this data. Yes___ No ☒ If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	N/A	N/A	N/A
Total circulation to students	10,500	11,700	16,250
Per capita student use (circulation to students divided by the number of enrolled students)*	3.16	1.79	4.58
Total circulation to faculty**	N/A	N/A	N/A
Per capita faculty use (circulation to faculty divided by number of FTE faculty)**	N/A	N/A	N/A
Total circulation to Community Users	10,500	11,700	16,250
Number of items borrowed from other libraries via interlibrary loan	5	5	5
Number of items lent to other libraries via interlibrary loan	5	5	5
Hours open per week	52	52	52
On-line electronic database searches (usually mediated by library staff)	189,160	165,753	175,500
Total Library staff presentations to groups/classes	91	120	263
Tours and one-time presentations	*(as above)*	*(as above)*	*(as above)*
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching	0	0	143
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	14,100	17,300	18,500
Print serials/periodicals	90	100	100
Electronic serials/periodicals	100	100	100
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

* ***Based on combined fall and spring enrollment for each semester.***

** ***Included in total circulation. No separate statistics kept.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(801) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: **Wayne County Community College District, Downtown Campus**

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	860	890	910
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	0	50	63
Number of CD-ROM databases available for searches by students	1	1	1
Number of subscriptions to scholarly journals	10	12	18
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	1	1	1
Number of FTE non-professional staff	1.5	1.5	1.5
Number of FTE student staff	6.5	8.5	9.5
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment) **[144 seats]**	.02	.02	.02
Number of publicly accessible computers*	1	1	3
Estimated linear shelving space remaining for expansion	650	600	530
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	$ 47,938	$ 53,070	$ 54,663
Total non-professional staff salaries	$ 38,198	$ 44,552	$ 38,242
Total student staff salaries	$ 9,750	$ 15,300	$ 19,950
For collection			
Books/other printed materials	$ 16,200	$ 20,000	$ 21,200
Print serials/periodicals	$ 3,000	$ 3,200	$ 3,800
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	0	0	0
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

* ***The campus has 14 library terminals with public access to DALNET.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(801) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: **Wayne County Community College District, Downtown Campus**

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
E. EXPENDITURES (Continued)			
Access and other services	***Included in district LRC budget***		
Interlibrary loan			
On-line database searches			
Network membership	0	0	0
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	0	$ 10,000	0
Other operating expenses (excluding capital outlay)	$ 4,322	$ 2,000	$ 1,111
Total library expenses	$ 119,408	$ 148,122	$ 138,966

F. OTHER	YES	NO
Output measures	X	
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(802) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: **Wayne County Community College District, Eastern Campus**

Do you have specialized libraries not included in this data. Yes___ No ☒ If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	N/A	N/A	N/A
Total circulation to students	8,086	15,610	30,430 (est.)
Per capita student use (circulation to students divided by the number of enrolled students)*	2.20	4.58	9.53
Total circulation to faculty**	N/A	N/A	N/A
Per capita faculty use (circulation to faculty divided by number of FTE faculty)**	N/A	N/A	N/A
Total circulation to Community Users	8,086	15,610	30,430 (est.)
Number of items borrowed from other libraries via interlibrary loan	46	88	166
Number of items lent to other libraries via interlibrary loan	8	14	26
Hours open per week	54	54	54
On-line electronic database searches (usually mediated by library staff)	178,513	136,657	155,000 (est.)
Total Library staff presentations to groups/classes	140	254	500
Tours and one-time presentations	70	127	250
Hands-on instruction for using electronic databases	70	127	250
Hands-on instruction for Internet searching	0	0	0
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	12,310	13,179	13,823
Print serials/periodicals	95	103	112
Electronic serials/periodicals	110	110	110
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

* ***Based on combined fall and spring enrollment for each semester.***

** ***Included in total circulation. No separate statistics kept.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(802) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: **Wayne County Community College District, Eastern Campus**

	Two Years Prior **1996 — 1997**	**One Year Prior** **1997 — 1998**	**Current Year** **1998 — 1999**
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	**200**	**392**	**1,736**
Government documents not reported elsewhere	**0**	**0**	**0**
Computer software	**0**	**0**	**0**
Number of subscribed/purchased electronic on-line databases	**0**	**50**	**63**
Number of CD-ROM databases available for searches by students	**1**	**1**	**1**
Number of subscriptions to scholarly journals	**10**	**12**	**14**
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	**1**	**1**	**1**
Number of FTE non-professional staff	**1.5**	**1.5**	**1.5**
Number of FTE student staff	**6.5**	**8.5**	**9.5**
Number of other FTE staff (please explain on attached sheet)	**0**	**0**	**0**
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment) **[116 seats]**	**.03**	**.03**	**.04**
Number of publicly accessible computers*	**1**	**1**	**3**
Estimated linear shelving space remaining for expansion	**650**	**600**	**530**
Estimated linear feet of materials stored off-site	**0**	**0**	**0**
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	**$ 44,938**	**$ 53,070**	**$ 54,662**
Total non-professional staff salaries	**$ 38,198**	**$ 44,552**	**$ 38,242**
Total student staff salaries	**$ 29,250**	**$ 38,250**	**$ 42,750**
For collection			
Books/other printed materials	**$ 15,200**	**$ 19,560**	**$ 19,000**
Print serials/periodicals	**$ 4,800**	**$ 5,440**	**$ 5,600**
Microfilms	**0**	**0**	**0**
Non-print materials (e.g., films, tapes, CDs)	**0**	**0**	**0**
Government documents not reported elsewhere	**0**	**0**	**0**
Computer software	**0**	**0**	**0**

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

* ***The campus has 14 library terminals with public access to DALNET.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(802) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Wayne County Community College District, Eastern Campus

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
E. EXPENDITURES (Continued)			
Access and other services	*Included in district LRC budget*		
Interlibrary loan			
On-line database searches			
Network membership	0	0	0
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	0	$ 5,000	0
Other operating expenses (excluding capital outlay)	$ 1,596	$ 3,100	$ 1,269
Total library expenses	$ 141,982	$ 168,972	$ 161,523

F. OTHER	YES	NO
Output measures	X	
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(803) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: **Wayne County Community College District, Northwest Campus**

Do you have specialized libraries not included in this data. Yes____ No ☒ If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	N/A	N/A	N/A
Total circulation to students	38,000 (est.)	40,000 (est.)	40,000 (est.)
Per capita student use (circulation to students divided by the number of enrolled students)*	5.89	6.55	7.02
Total circulation to faculty**	N/A	N/A	N/A
Per capita faculty use (circulation to faculty divided by number of FTE faculty)**	N/A	N/A	N/A
Total circulation to Community Users	38,000 (est.)	40,000 (est.)	40,000 (est.)
Number of items borrowed from other libraries via interlibrary loan	245	250	250
Number of items lent to other libraries via interlibrary loan	250	300	270
Hours open per week	62	62	62
On-line electronic database searches (usually mediated by library staff)	168,317	112,181	125,100
Total Library staff presentations to groups/classes	100	100	95
Tours and one-time presentations	0	0	0
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching	0	0	0
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	17,000	18,000	18,500
Print serials/periodicals	130	131	132
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

* ***Based on combined fall and spring enrollment for each semester.***

** ***Included in total circulation. No separate statistics kept.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(803) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Wayne County Community College District, Northwest Campus

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
|**B. COLLECTIONS** (Continued)			
Non-print materials (e.g. films, tapes, CDs)	800	1,160	1,160
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	0	50	63
Number of CD-ROM databases available for searches by students	1	1	1
Number of subscriptions to scholarly journals	10	12	15
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	1	1	1
Number of FTE non-professional staff	1.5	1.5	1.5
Number of FTE student staff	2.5	2.5	2.5
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment) **|102 seats|**	.02	.02	.02
Number of publicly accessible computers*	1	1	3
Estimated linear shelving space remaining for expansion	0	0	0
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	$ 47,938	$ 53,070	$ 54,662
Total non-professional staff salaries	$ 38,198	$ 44,552	$ 44,552
Total student staff salaries	$ 11,250	$ 11,250	$ 11,250
For collection			
Books/other printed materials	$ 12,000	$ 16,000	$ 16,000
Print serials/periodicals	$ 5,800	$,5,800	$ 6,000
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	0	0	0
Government documents not reported elsewhere	0	0	0
Computer software	$ 3,000	$ 4,000	$ 4,000

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

* ***The campus has 14 library terminals with public access to DALNET.***

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(803) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Wayne County Community College District, Northwest Campus

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
E. EXPENDITURES (Continued)			
Access and other services	*Included in district LRC budget*		
Interlibrary loan			
On-line database searches			
Network membership	0	0	0
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	0	$ 3,500	0
Other operating expenses (excluding capital outlay)	$ 1,175	$ 2,675	$ 1,357
Total library expenses	**$ 108,111**	**$ 129,597**	**$ 126,571**

F. OTHER	**YES**	**NO**
Output measures	X	
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(804) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: **Wayne County Community College District, District LRC**

Do you have specialized libraries not included in this data. Yes___ No ☒ If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	253	275	280
Total circulation to students	N/A	N/A	N/A
Per capita student use (circulation to students divided by the number of enrolled students)	N/A	N/A	N/A
Total circulation to faculty	253	275	280
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	2.8	3.0	3.0
Total circulation to Community Users	253	275	280
Number of items borrowed from other libraries via interlibrary loan	0	0	0
Number of items lent to other libraries via interlibrary loan	4	3	1
Hours open per week	40	40	40
On-line electronic database searches (usually mediated by library staff)	6,492	4,427	4,596
Total Library staff presentations to groups/classes	23	55	65
Tours and one-time presentations	N/A	N/A	N/A
Hands-on instruction for using electronic databases	20	35	35
Hands-on instruction for Internet searching	3	35	35
Semester-length bibliographical instruction	N/A	N/A	N/A
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	360	375	490
Print serials/periodicals	106	106	106
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(804) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: **Wayne County Community College District, District LRC**

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	871	881	1,710
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	4	4	4
Number of CD-ROM databases available for searches by students	0	0	0
Number of subscriptions to scholarly journals	16	16	16
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	3.5	2.5	2.5
Number of FTE non-professional staff	3	2	2
Number of FTE student staff	.5	.5	.5
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment) **[102 seats]**	.02	.02	.02
Number of publicly accessible computers*	0	0	0
Estimated linear shelving space remaining for expansion	0	0	0
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	$ 47,938	$ 53,070	$ 54,662
Total non-professional staff salaries	$ 38,198	$ 44,552	$ 44,552
Total student staff salaries	$ 4,500	$ 4,500	$ 4,500
For collection			
Books/other printed materials	$ 40,000	$ 10,000	$ 8,000
Print serials/periodicals	$ 10,000	$ 5,000	$ 2,000
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	$ 8,500	$ 11,000	$ 5,570
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(804) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: **Wayne County Community College District, District LRC**

	Two Years Prior	One Year Prior	Current Year
	1996 — 1997	1997 — 1998	1998 — 1999
E. EXPENDITURES (Continued)			
Access and other services	$ 6,500	$ 6,500	$ 6,500
Interlibrary loan	0	0	0
On-line database searches	$ 80,041	$ 76,725	$ 71,230
Network membership	$ 125	$ 125	$ 125
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	$ 4,400	$ 13,901	0
Other operating expenses (excluding capital outlay)	$ 18,625	$ 18,676	$ 8,811
Total library expenses	$ 462,500	$ 383,321	$ 309,746

F. OTHER	YES	NO
Output measures	X	
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year

Name of institution/site reported: Wayne County Community College District (district-wide)

WorldWideWeb (WWW) URL address: www.wccc.edu

A. ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?		X
Technology plan linked to institutional mission and purposes?		X
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?		X
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?		X
Institutional policies that include administrative computing issues?		X
Institutional policies that include academic computing issues?		X
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?	N/A	N/A

Number of non-networked computer labs 4 Total number of stations 100

Number of networked labs 10 Total number of stations 260

Type of access?

Wired through network X Wired Ports ____ Remote dial-up access X

Personal computers X Internet X Slip/ppp connection to WWW ____

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E - Continued

C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Adminis-trators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar							
College Catalog							
Class Schedule	X	X	X	X	X	X	X
Financial Aid			X	X		X	
On-line registration			X	X		X	
Student Academic Record			X	X		X	

E-mail: Intra-institution? Yes ☒ No Inter-institution? Yes ☒ No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?		X
Computers in full-time faculty offices networked?		X
All part-time faculty have access to computers?		X
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?		X
Library access available from all faculty offices?		X
If YES, is access available to the institutions library(ies)?		
If YES, is access available to the state-wide or region-wide library system?		
If YES, is access available to other libraries?		
Library access available from all classrooms?		X
Computers integrated into instruction?		X
Off-campus access?		X
If YES, is off-campus access available by the institutional network?		
If YES, is off-campus access available by the academic network?		
If YES, is off-campus access available by the Internet?		
If NO, plans to provide off-campus access within three years?	X	
Courses on Internet?		X
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? Yes ☒ No Inter-institution? Yes ☒ No

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

BEST COPY AVAILABLE

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E - Continued

E. SUPPORT and TRAINING

Number of FTE technical staff? **11**
Number of FTE training staff? 0
Number of programmers? 4
Integrated w/Human Resources unit (Y/N) **N**

Name and Title of designated educational specialist? **N/A**

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: __________

Total Annual Administrative Outlay, Operating Funds: **$ 430,000**

Capital funds available: Academic ***(allocated by campus)***

Capital funds available: Administrative **$ 2,000,000**

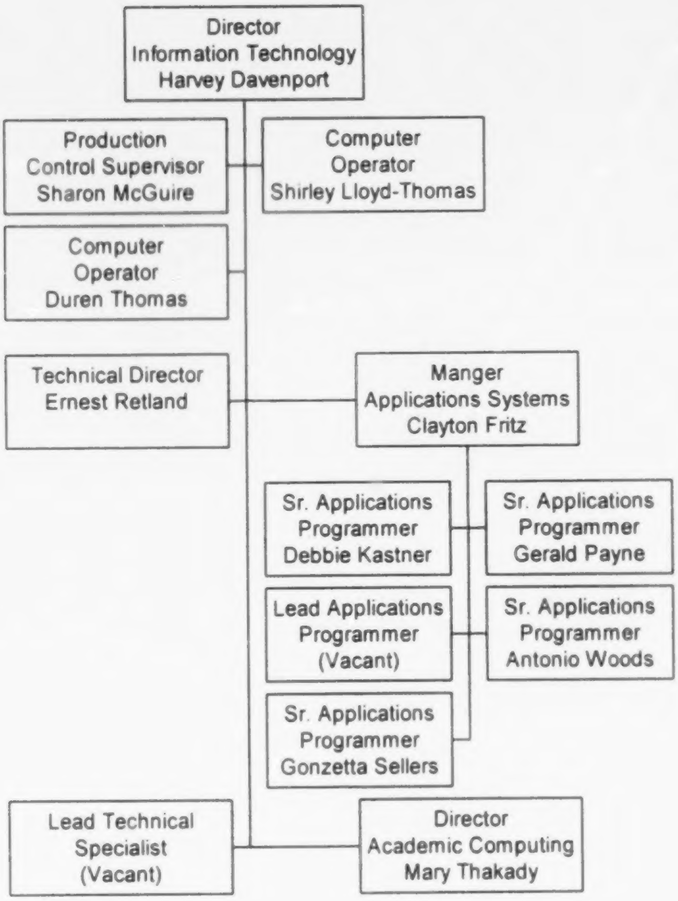
Amount of grants/restricted purpose funds available: __________

Technology fee assessed? (Y/N) **Y**
If YES, amount per academic year? **$ 3.00/credit hour**

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?		X
Formal system of evaluation by students of administrative computing?		X
Formal system of evaluation by faculty of academic computing?		X
Formal system of evaluation by faculty of administrative computing?		X
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?		X
Results of evaluation linked to institutional planning and budgeting processes?		X

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996.

Department of
Information Technology
1999


Director
Information Technology
Harvey Davenport
Production
Control Supervisor
Sharon McGuire
Computer
Operator
Shirley Lloyd-Thomas
Computer
Operator
Duren Thomas
Technical Director
Ernest Retland
Manger
Applications Systems
Clayton Fritz
Sr. Applications
Programmer
Debbie Kastner
Sr. Applications
Programmer
Gerald Payne
Lead Applications
Programmer
(Vacant)
Sr. Applications
Programmer
Antonio Woods
Sr. Applications
Programmer
Gonzetta Sellers
Lead Technical
Specialist
(Vacant)
Director
Academic Computing
Mary Thakady

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: **Wayne County Community College District**

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1995 — 1996	1996 — 1997	1997 — 1998
	SEE ATTACHMENTS			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

NAME: CDXXDG6.WK1
LENGTH: A1..Z90

CERTIFICATE and DEGREE RECOGNITION
REPORTING PERIOD: JULY 1, 1995 - JUNE 30, 1996

COLLEGE NAME------> WAYNE COUNTY
COLLEGE CODE------> 28
THIS FORM CONTACT: [redacted]
NAME --------> DR. KENNETH A. HARRIS
PHONE -------> 313-496-2670

NUMBER OF STUDENTS WITH DOUBLE MAJORS ----> 0

OC	CIP CODE	D L	PROGRAM NAME	NON-RES ALIEN MEN	NON-RES ALIEN WOM	BLACK MEN	BLACK WOM	AM-INDIAN ALSKN-NATV MEN	AM-INDIAN ALSKN-NATV WOM	ASIAN AMERICAN MEN	ASIAN AMERICAN WOM	HISPANIC MEN	HISPANIC WOM	WHITE MEN	WHITE WOM	RACE UNKNOWN MEN	RACE UNKNOWN WOM	REPORTED TOTAL MEN	REPORTED TOTAL WOM	CALC TOTAL MEN	CALC TOTAL WOM	GRAND TOTAL	HANDICAP MEN	HANDICAP WOM
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
O	03.0203	2	NATURAL RESOURCES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	05.0204	2	MUSLIM WORLD STUDIES	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
O	08.0709	2	DISTRIBUTIVE EDUCATION (MARKETING)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	11.0101	1	COMPUTER & DATA PROCESSING	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
*	11.0201	2	COMPUTER INFORMATION SYSTEMS	0	0	2	8	0	0	0	0	0	0	1	0	0	1	0	0	3	9	12	0	0
T	13.1001	2	URBAN TEACHER/ELEMENTARY	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
T	13.1205	2	URBAN TEACHER/SECONDARY	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0
T	14.0101	2	PRE-ENGINEERING (TRANSFER)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0101	1	ARCHITECTURAL CONSTRUCTION TECHNOLC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0101	2	ARCHITECTURAL CONSTRUCTION TECHNOLC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0301	2	(EE) COMPUTER TECHNOLOGY	0	0	0	1	0	0	1	0	1	0	1	1	0	0	0	0	3	2	5	0	0
*	15.0303	1	ELECTRICAL/ELECTRONICS TECHNOLOGY	0	0	2	0	0	0	1	0	0	0	3	2	0	0	0	0	6	2	8	0	0
O	15.0303	2	(EE) ELECTRICAL POWER TECHNOLOGY	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	3	0	3	0	0
O	15.0303	2	(EE) ELECTRONICS ENGINEERING TECHNOLC	0	0	3	1	0	0	1	0	0	0	0	0	0	1	0	0	4	2	6	0	0
*	15.0399	2	(EE) VIDEO TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0403	1	ELECTROMECHANICAL TECHNOLOGY/ROBOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0403	2	ELECTROMECHANICAL TECHNOLOGY/ROBOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	15.0507	2	ENVIRONMENTAL HEALTH & SAFETY TECHNC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0611	2	METALLURGICAL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0201	1	CHILD CARE TRAINING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0201	2	CHILD CARE TRAINING	0	0	0	10	0	0	0	0	0	0	0	1	0	1	0	0	0	12	12	0	0
*	20.0401	1	CULINARY ARTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0401	1	DIETARY MANAGER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0401	2	CULINARY ARTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0401	2	DIETARY MANAGER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0404	1	DIETETIC TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0404	2	DIETETIC TECHNOLOGY	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
T	24.0101	2	ASSOCIATE OF ARTS--GENERAL	0	0	22	131	2	2	0	0	3	3	10	19	2	14	0	0	39	169	208	0	0
T	24.0101	2	ASSOCIATE OF SCIENCE--GENERAL	0	0	7	64	1	1	1	3	1	1	3	18	1	13	0	0	14	100	114	0	0
	24.0102	2	ASSOCIATE OF GENERAL STUDIES	0	0	14	53	0	0	0	0	0	0	4	0	3	2		0	21	55	76	0	0
*	31.0301	1	RECREATION LEADERSHIP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	31.0301	2	RECREATION LEADERSHIP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	43.0102	2	CRIMINAL JUSTICE (CORRECTIONS)	0	0	2	17	0	0	0	0	0	0	0	1	0	0	0	0	2	18	20	0	0
*	43.0103	1	LAW ENFORCEMENT ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	43.0103	2	LAW ENFORCEMENT ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	43.0107	2	CRIM JUST (LAW ENFORCEMENT)	0	0	1	0	0	0	0	0	1	0	1	3	0	0	0	0	3	3	6	0	0
O	43.0109	2	CRIM JUST (INDUS-COMM SECURITY)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	43.0199	2	CRIM JUSTICE (FIRE PROTECT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	46.0101	3	CEMENT MASONS APPRENTICESHIP PROGRA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	46.0401	1	BUILDING OPERATIONS MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	46.0401	2	BUILDING OPERATIONS MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0103	2	(EE) TELECOMMUNICATIONS TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0201	2	HEATING, VENTILATION & AIR CONDITIONING	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	2	0	0
*	47.0603	1	AUTOMOTIVE BODY REPAIR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0603	2	AUTOMOTIVE BODY REPAIR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

BEST COPY AVAILABLE

·	47.0604	1	AUTOMOTIVE SERVICE TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	47.0604	2	AUTOMOTIVE SERVICE TECHNOLOGY	0	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	3	0	3	0	0
·	47.0605	1	DIESEL ENGINE MECHANICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	47.0605	2	DIESEL ENGINE MECHANICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	47.0606	1	SMALL ENGINE REPAIR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	47.0699	1	AVIATION MECHANICS (AIRFRAME)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	47.0699	1	AVIATION MECHANICS (POWERPLANT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	47.0699	2	AVIATION MECHANICS (AIR FRAME)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
·	47.0699	2	AVIATION MECHANICS (POWERPLANT)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
O	47.0699	2	COMMERCIAL VEHICLE MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	48.0101	1	DRAFTING DESIGN TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	48.0101	2	DRAFTING DESIGN TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	48.0503	1	MACHINE TOOL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	48.0503	2	MACHINE TOOL TECHNOLOGY - NUMERICAL (	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	48.0507	2	MACHINE TOOL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0
·	48.0508	1	WELDING TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	48.0508	2	WELDING TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0
O	49.0102	1	PILOT TRAINING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	49.0399	1	MARINE TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	49.0399	3	MARINE TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	50.0301	2	PERFORMING ARTS/DANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	50.0404	2	FINE ARTS (COMMERICAL ART)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
·	50.0408	2	INTERIOR DESIGN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T	50.0501	2	PERFORMING ARTS/THEATER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	50.0705	2	FINE ARTS (DRAWING & PAINTING)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	50.0711	2	FINE ARTS (CERAMICS & SCULPTURE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	50.0799	2	FINE ARTS (DESIGN AND PRINT MAKING)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T	50.0901	2	PERFORMING ARTS/MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	51.0301	1	SUBSTANCE ABUSE COUNSELING	0	0	5	2	0	0	0	0	0	0	0	0	0	1	0	0	5	3	8	0	0
O	51.0301	1	COMMUNITY HEALTH WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	51.0301	2	COMMUNITY HEALTH WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.0601	1	DENTAL ASSISTING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.0601	2	DENTAL ASSISTING	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0
·	51.0602	3	DENTAL HYGIENE	0	0	0	2	0	0	0	0	0	1	0	18	0	1	0	0	0	22	22	0	0
·	51.0603	2	DENTAL LAB TECHNICIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.0707	1	MEDICAL RECORDS TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.0707	2	MEDICAL RECORDS TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	51.0802	1	CERTIFIED LABORATORY ASSISTANT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.0803	2	OCCUPATIONAL THERAPY ASSISTANT	0	0	0	9	0	0	0	1	0	0	1	6	1	2	0	0	2	18	20	0	0
·	51.0808	2	VETERINARY TECHNOLOGY	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	2	2	0	0
·	51.0904	1	EMERGENCY MEDICAL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.0904	2	EMERGENCY MEDICAL TECHNOLOGY	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
·	51.0908	2	RESPIRATORY THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.1004	2	MEDICAL LABORATORY TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.1004	3	MEDICAL LABORATORY TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.1502	1	MENTAL HEALTH WORKER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.1502	2	MENTAL HEALTH WORKER	0	0	4	7	0	0	0	0	0	1	0	0	0	1	0	0	4	9	13	0	0
·	51.1601	2	NURSING	0	0	4	33	0	1	1	1	0	1	5	30	1	6	0	0	11	72	83	0	0
·	51.1601	3	NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.2601	1	GERONTOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	51.2601	2	GERONTOLOGY	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0
O	52.0201	1	INDUSTRIAL MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	52.0201	2	BUSINESS ADMINISTRATION	0	0	11	19	0	0	0	0	0	0	0	5	0	0	0	0	11	24	35	0	0
·	52.0201	2	MANAGEMENT/MARKETING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	52.0205	2	SUPERVISION & MANAGEMENT (INDUSTRIAL)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	52.0302	1	ACCOUNTING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	52.0302	2	ACCOUNTING	0	0	0	5	0	0	0	0	0	1	1	2	0	0	0	0	1	8	9	0	0
·	52.0402	2	ADMINISTRATIVE ASSISTANT	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
·	52.0403	1	OIS LEGAL SECRETARIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
·	52.0403	2	OIS LEGAL SECRETARIAL	0	0	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	4	4	0	0

BEST COPY AVAILABLE

*	52.0404	2	OIS MEDICAL SECRETARIAL	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0
*	52.0406	2	SECRETARIAL/COURT & CONFERENCE REPO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	52.0408	1	GENERAL OFFICE CLERICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52.0408	2	SECRETARIAL SCIENCE/GEN. OFFICE CLERIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52.0499	1	OIS WORD/INFORMATION PROCESSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52.0499	2	OIS WORD/INFORMATION PROCESSING	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0
O	52.0902	1	LODGING MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52.0902	2	HOSPITALITY MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52.0902	2	HOTEL MOTEL MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	52.1002	2	LABOR STUDIES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52.1501	1	REAL ESTATE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52.1501	2	REAL ESTATE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			GRAND TOTAL	0	0	80	378	4	5	5	5	7	8	36	110	9	43	0	0	141	549	690	0	0

NAME: CDXXDG7.WK1

CERTIFICATE and DEGREE RECOGNITION
REPORTING PERIOD: JULY 1, 1996 - JUNE 30, 1997

COLLEGE NAME------> Wayne County
COLLEGE CODE------> 28
THIS FORM CONTACT:
NAME --------> DR. KENNETH A. HARRIS
PHONE -------> 313 396-2670

	Men	Women
NUMBER OF STUDENTS WITH DOUBLE MAJORS ---------------------->	0	0

OC (1)	CIP CODE (2)	D L (3)	PROGRAM NAME (4)	NON-RES ALIEN MEN (5)	WOM (6)	BLACK MEN (7)	WOM (8)	AM-INDIAN ALSKN-NATV MEN (9)	WOM (10)	ASIAN AMERICAN MEN (11)	WOM (12)	HISPANIC MEN (13)	WOM (14)	WHITE MEN (15)	WOM (16)	RACE UNKNOWN MEN (17)	WOM (18)	REPORTED TOTAL MEN (19)	WOM (20)	CALC TOTAL MEN (21)	WOM (22)	GRAND TOTAL (23)	IANDICAP MEN (24)	WOM (25)
*	01.0605	0	LAWN & ORNAMENTAL PLANT MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	03.0203	2	ENVIRONMENTAL AND NATURAL RESOURCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	05.0204	2	MUSLIM WORLD STUDIES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	11.0201	2	COMPUTER INFORMATION SYSTEMS	1	0	3	9	0	0	0	0	0	0	1	4	0	0	0	0	5	13	18	0	0
T	13.1001	2	URBAN TEACHER/ELEMENTARY	0	0	2	1	0	0	0	0	0	0	0	0	1	0	0	0	3	1	4	0	0
T	13.1205	2	URBAN TEACHER/SECONDARY	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
T	14.0101	2	PRE-ENGINEERING (TRANSFER)	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	0	0
*	15.0301	2	(EE) COMPUTER TECHNOLOGY	0	0	2	0	0	0	0	0	0	0	1	0	0	1	0	0	3	1	4	0	0
*	15.0303	1	ELECTRICAL/ELECTRONICS TECHNOLOGY	1	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	5	0	5	0	0
O	15.0303	2	(EE) ELECTRONICS ENGINEERING TECHNOL(	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	2	1	3	0	0
O	15.0303	2	(EE) ELECTRICAL POWER TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0403	1	ELECTROMECHANICAL TECHNOLOGY/ROBO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0403	2	ELECTROMECHANICAL TECHNOLOGY/ROBO	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	0	0
*	15.0507	2	ENVIRONMENTAL HEALTH & SAFETY TECHN(	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15.0611	2	METALLURGICAL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0201	1	CHILD CARE TRAINING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20.0201	2	CHILD CARE TRAINING	0	0	0	10	0	0	0	0	0	0	0	0	0	2	0	0	0	12	12	0	0
*	20.0404	1	DIETETIC TECHNOLOGY	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
*	20.0404	2	DIETETIC TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T	24.0101	2	ASSOCIATE OF SCIENCE--GENERAL	0	1	8	69	0	3	0	1	0	0	4	19	4	12	0	0	16	105	121	0	0
T	24.0101	2	ASSOCIATE OF ARTS--GENERAL	1	0	28	152	0	1	0	0	1	3	3	14	3	16	0	0	36	186	222	0	0
	24.0102	2	ASSOCIATE OF GENERAL STUDIES	0	0	11	61	1	1	0	0	0	1	5	7	1	6	0	0	18	76	94	0	0
O	43.0102	2	CRIMINAL JUSTICE (CORRECTIONS)	0	0	4	9	0	0	0	0	0	1	0	0	0	0	0	0	4	10	14	0	0
*	43.0103	2	LAW ENFORCEMENT ADMINISTRATION	0	0	0	5	0	0	1	0	0	0	5	2	0	1	0	0	6	8	14	0	0
*	47.0103	2	(EE) TELECOMMUNICATIONS TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0201	2	HEATING, VENTILATION & AIR CONDITIONING	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	0	2	0	0
*	47.0603	1	AUTOMOTIVE BODY REPAIR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0603	2	AUTOMOTIVE BODY REPAIR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0604	1	AUTOMOTIVE SERVICE TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0604	2	AUTOMOTIVE SERVICE TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	3	0	3	0	0
*	47.0605	1	DIESEL ENGINE MECHANICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0605	2	DIESEL ENGINE MECHANICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0699	1	AVIATION MECHANICS (AIRFRAME)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0699	1	AVIATION MECHANICS (POWERPLANT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47.0699	2	AVIATION MECHANICS (AIR FRAME)	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	0	2	0	0
*	47.0699	2	AVIATION MECHANICS (POWERPLANT)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0
O	47.0699	2	COMMERCIAL VEHICLE MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	48.0101	1	DRAFTING DESIGN TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	48.0101	2	DRAFTING DESIGN TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0
*	48.0503	1	MACHINE TOOL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

BEST COPY AVAILABLE

•	48.0503	2	MACHINE TOOL TECHNOLOGY - NUMERICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	48.0507	2	MACHINE TOOL TECHNOLOGY	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
•	50.0408	2	INTERIOR DESIGN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	50.0705	2	FINE ARTS (DRAWING & PAINTING)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0
T	50.0901	2	PERFORMING ARTS/MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	51.0301	1	SUBSTANCE ABUSE COUNSELING	0	0	5	15	0	0	0	0	0	0	1	3	0	0	0	0	6	18	24	0	0
•	51.0601	1	DENTAL ASSISTING	0	0	0	3	0	0	0	0	0	0	0	2	0	0	0	0	0	5	5	0	0
•	51.0602	3	DENTAL HYGIENE	0	0	0	7	0	0	0	0	0	1	0	13	0	0	0	0	0	21	21	0	0
•	51.0603	2	OCCUPATIONAL THERAPY ASSISTANT	0	0	0	10	0	0	0	1	0	0	0	10	0	4	0	0	0	25	25	0	0
•	51.0606	2	VETERINARY TECHNOLOGY	0	0	1	1	0	0	0	0	0	0	1	12	0	3	0	0	2	16	18	0	0
•	51.0904	1	EMERGENCY MEDICAL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	51.0904	2	EMERGENCY MEDICAL TECHNOLOGY	0	0	0	2	0	0	0	0	1	0	0	1	0	0	0	0	1	3	4	0	0
•	51.0908	2	RESPIRATORY THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	51.1502	1	MENTAL HEALTH WORKER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	51.1502	2	MENTAL HEALTH WORKER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	51.1601	2	NURSING	0	1	2	49	0	1	0	3	0	0	10	55	1	9	0	0	13	118	131	0	0
•	51.2601	1	GERONTOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	51.2601	2	GERONTOLOGY	0	0	0	3	0	0	0	0	0	0	0	5	0	1	0	0	0	9	9	0	0
•	52.0201	2	BUSINESS ADMINISTRATION	0	0	1	23	0	0	0	0	0	0	0	5	0	3	0	0	1	31	32	0	0
•	52.0201	2	MANAGEMENT/MARKETING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	52.0302	2	ACCOUNTING	0	0	1	9	1	0	0	0	0	0	0	1	1	1	0	0	3	11	14	0	0
•	52.0402	2	ADMINISTRATIVE ASSISTANT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	52.0403	2	OIS LEGAL SECRETARY	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	3	3	0	0
•	52.0404	2	OIS MEDICAL SECRETARIAL	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2	2	0	0
O	52.0408	1	GENERAL OFFICE CLERICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	52.0408	2	SECRETARIAL SCIENCE/GEN. OFFICE CLERIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	52.0499	1	OIS WORD/INFORMATION PROCESSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
•	52.0499	2	OIS WORD/INFORMATION PROCESSING	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0
•	52.0902	2	HOSPITALITY MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			GRAND TOTAL	5	2	76	446	2	6	2	6	2	6	38	154	13	61	0	0	138	681	819	0	0

BEST COPY AVAILABLE

CERTIFICATE and DEGREE RECOGNITION
REPORTING PERIOD JULY 1, 1997 - JUNE 30, 1998

COLLEGE NAME---- Wayne County
COLLEGE CODE---- 28
CONTACT ----> Dr. Kenneth A. Harris
NAME ------->
PHONE ------> 313 4962670
E-MAIL---> cirdkah@admin.wccc.edu

	Men	Women
NUMBER OF STUDENTS WITH DOUBLE MAJORS ----------------->	0	0

OC	CIP CODE	D L	PROGRAM NAME	NON-RES ALIEN		BLACK		AM-INDIAN ALSKN-NATV		ASIAN AMERICAN		HISPANIC		WHITE		RACE UNKNOWN		CALC TOTAL		GRAND TOTAL	HANDICAP	
				MEN	WOM	MEN	WOM	MEN	WOM	MEN	WOM	MEN	WOM	MEN	WOM	MEN	WOM	MEN	WOM		MEN	WOM
(1)	(2)	(3	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(21)	(22)	(23)	(24)	(25)
*	01 0605	1	LAWN & ORNAMENTAL PLANT MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	03 0203	2	ENVIRONMENTAL AND NATURAL RESOURCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	05 0204	2	MUSLIM WORLD STUDIES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	11 0201	2	COMPUTER INFORMATION SYSTEMS	0	0	6	7	1	0	0	0	0	0	2	1	0	2	9	10	19	0	0
T	13 1001	2	URBAN TEACHER/ELEMENTARY	0	0	1	2	0	0	0	0	0	0	0	0	0	0	1	2	3	0	0
T	13 1205	2	URBAN TEACHER/SECONDARY	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
T	14 0101	2	PRE-ENGINEERING (TRANSFER)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15 0301	2	(EE) COMPUTER TECHNOLOGY	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	2	0	0
*	15 0303	1	ELECTRICAL/ELECTRONICS TECHNOLOGY	0	0	2	0	0	0	1	0	0	0	3	0	0	0	6	0	6	0	0
O	15 0303	2	(EE) ELECTRICAL POWER TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	15 0303	2	(EE) ELECTRONICS ENGINEERING TECHNOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15 0403	1	ELECTROMECHANICAL TECHNOLOGY/ROBOT	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
*	15 0403	2	ELECTROMECHANICAL TECHNOLOGY/ROBOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	15 0507	2	ENVIRONMENTAL HEALTH & SAFETY TECHNO	0	0	0	1	0	0	0	0	0	0	2	1	0	0	2	2	4	0	0
*	15 0611	2	METALLURGICAL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	20 0201	1	CHILD CARE TRAINING	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0
*	20 0201	2	CHILD CARE TRAINING	0	0	0	11	0	0	0	0	0	0	0	1	0	0	0	12	12	0	0
*	20 0404	2	DIETETIC TECHNOLOGY	0	0	1	2	0	0	0	0	0	0	0	1	0	0	1	3	4	0	0
T	24 0101	2	ASSOCIATE OF ARTS--GENERAL	1	3	34	160	0	2	0	1	1	1	7	45	12	21	55	233	288	0	0
T	24 0101	2	ASSOCIATE OF SCIENCE--GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	24 0102	2	ASSOCIATE OF GENERAL STUDIES	0	1	11	31	1	1	0	0	2	2	5	9	2	5	21	49	70	0	0
O	43 0102	2	CRIMINAL JUSTICE (CORRECTIONS)	0	0	5	13	0	0	0	0	0	0	0	0	1	2	6	15	21	0	0
*	43 0103	2	LAW ENFORCEMENT ADMINISTRATION	0	0	4	0	0	0	0	0	0	0	0	0	0	1	4	1	5	0	0
*	47 0103	2	(EE) TELECOMMUNICATIONS TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47 0201	2	HEATING, VENTILATION & AIR CONDITIONING	0	0	0	0	0	0	2	0	0	0	2	0	0	0	4	0	4	0	0
*	47 0604	1	AUTOMOTIVE SERVICE TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47 0604	2	AUTOMOTIVE SERVICE TECHNOLOGY	0	0	4	0	0	0	1	0	0	0	1	0	1	0	7	0	7	0	0
*	47 0605	2	DIESEL ENGINE MECHANICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47 0607	1	AVIATION MECHANICS (AIRFRAME)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
*	47 0607	2	AVIATION MECHANICS (AIR FRAME)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	0	2	0	0
*	47 0608	1	AVIATION MECHANICS (POWERPLANT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	47 0699	2	AVIATION MECHANICS (POWERPLANT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	48 0101	1	DRAFTING DESIGN TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	48 0101	2	DRAFTING DESIGN TECHNOLOGY	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	2	0	0
*	48 0503	1	MACHINE TOOL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	48 0503	2	MACHINE TOOL TECHNOLOGY - NUMERICAL	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0
*	48 0507	2	MACHINE TOOL TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0
O	50 0301	2	PERFORMING ARTS/DANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

BEST COPY AVAILABLE

O	50 0404	2	FINE ARTS (COMMERICAL ART)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
= *	50 0408	2	INTERIOR DESIGN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
| O	50 0705	2	FINE ARTS (DRAWING & PAINTING)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
= T	50 0901	2	PERFORMING ARTS/MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
| O	51 0301	1	SUBSTANCE ABUSE COUNSELING	0	0	4	6	0	0	0	0	0	0	0	0	1	0	5	6	11	0	0
| *	51 0801	1	DENTAL ASSISTING	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
| *	51 0802	3	DENTAL HYGIENE	0	0	0	3	0	1	0	0	0	0	0	11	0	4	0	19	19	0	0
| *	51 0803	2	OCCUPATIONAL THERAPY ASSISTANT	0	0	0	7	0	0	0	1	0	0	1	11	0	2	1	21	22	0	0
= *	51 0808	2	VETERINARY TECHNOLOGY	0	0	0	0	0	0	0	0	0	0	1	20	0	2	1	22	23	0	0
*	51 0904	1	EMERGENCY MEDICAL TECHNOLOGY	0	0	0	2	0	0	0	0	0	0	1	0	1	0	2	2	4	0	0
*	51 0904	2	EMERGENCY MEDICAL TECHNOLOGY	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	2	0	0
*	51 0908	2	RESPIRATORY CARE TECHNOLOGY	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	2	0	0
*	51 1502	1	MENTAL HEALTH WORKER	0	0	1	1	0	0	0	0	0	0	0	0	3	0	4	1	5	0	0
*	51 1502	2	MENTAL HEALTH WORKER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	51 1601	2	NURSING	0	0	3	59	0	1	0	1	1	0	14	30	1	9	19	100	119	0	0
*	51 2601	1	GERONTOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	51 2601	2	GERONTOLOGY	0	0	0	3	0	0	0	0	0	0	0	3	0	1	0	7	7	0	0
*	52 0201	2	BUSINESS ADMINISTRATION	0	0	5	11	0	0	0	0	0	0	1	3	1	1	7	15	22	0	0
*	52 0302	2	ACCOUNTING	0	0	3	5	0	0	0	0	0	0	1	1	0	1	4	7	11	0	0
*	52 0402	2	ADMINISTRATIVE ASSISTANT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52 0403	2	OIS LEGAL SECRETARY	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0
*	52 0404	2	OIS MEDICAL SECRETARIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	52 0408	1	GENERAL OFFICE CLERICAL	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
*	52 0408	2	SECRETARIAL SCIENCE/GEN OFFICE CLERIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52 0499	1	OIS WORD/INFORMATION PROCESSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*	52 0499	2	OIS WORD/INFORMATION PROCESSING	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
|			GRAND TOTAL	1	4	89	333	2	5	4	3	4	3	45	139	23	52	168	539	707	0	0
|			Total - less than one year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
|			Total - 1 year, but less than two years	0	0	9	11	0	0	1	0	0	0	4	0	5	1	19	12	31	0	0
|			Total - Associate's Degrees	1	4	80	319	2	4	3	3	4	3	41	128	18	47	149	508	657	0	0
|			Total - 2 years, but less than four years	0	0	0	3	0	1	0	0	0	0	0	11	0	4	0	19	19	0	0

BEST COPY AVAILABLE

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS
1997-98

Name of institution/campus reported: **Wayne County Community College District**

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: **National Junior College Athletic Association (full membership)**
Michigan Community College Athletic Association (full membership)

FOR MOST RECENT ACADEMIC YEAR

NAME OF SPORT	# of Students Participating in Inter-Collegiate Athletic Programs		Number of Athletic Scholarships		Mean Amount of Scholarship		Number of Scholarship Students Completing Degrees		Number of Staff (Use FTE)		OPERATING Budget For Inter-Collegiate Athletic Programs (list current year last)	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	97-98	98-99
Men's' Basketball	15		0	0	0	0	0	0	.14		$98,000	$102,000
Women's Basketball		15	0	0	0	0	0	0		.14		
Co-Ed Golf	4	1	0	0	0	0	0	0	.14			

Note: The operating budget for all sports programs is combined. The first year of the athletic program was 1997-98.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7; December 1996

APPENDIX B

THE GOVERNANCE HANDBOOK

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

THE
GOVERNANCE
HANDBOOK

PRINCIPLES, GUIDELINES AND STRUCTURE OF PARTICIPATORY GOVERNANCE

Revised 7/28/99

TABLE OF CONTENTS

INTRODUCTION 1

CHAPTER 1

PRINCIPLES OF PARTICIPATORY GOVERNANCE 3

CHAPTER 2

GUIDELINES FOR PARTICIPATORY GOVERNANCE 5

CHAPTER 3

STRUCTURE OF PARTICIPATORY GOVERNANCE 7
- CHANCELLOR'S CABINET 9
- ADMINISTRATIVE COUNCIL 10
- PROVOST'S COUNCIL 11
- COLLEGE COUNCIL 12
- DISTRICT COUNCIL ON PLANNING, ASSESSMENT, AND ACCREDITATION 13
- DISTRICT STANDING COMMITTEES 14
  - BUSINESS MANAGER'S COMMITTEE 15
  - CAMPUS ASSISTANT DEANS FOR INSTRUCTION COMMITTEE 16
  - CURRICULUM COMMITTEE 17
  - CEREMONIES AND RITUALS COMMITTEE 19
  - DISTRICT STUDENT GOVERNMENT ASSOCIATION COMMITTEE 20
  - ENROLLMENT MANAGEMENT AND STUDENT SERVICES COMMITTEE 21
  - LIBRARY AND LEARNING RESOURCES COMMITEE 22
  - TECHNOLOGY COMMITTEE 23

CONCLUSION 24

THE GOVERNANCE HANDBOOK

PRINCIPLES, GUIDELINES, AND STRUCTURE OF PARTICIPATORY GOVERNANCE

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

INTRODUCTION

Governance is an orderly infrastructure to direct the making and administration of policy to benefit all aspects of the college. Shared governance allows for input from various constituent groups which can then be processed through several venues and culminates in output to support growth and accountability. It strongly influences the actions and conduct of those involved in a complex academic delivery system.

There are five formal committee structures and a group of standing committees established to provide a mechanism for dialogue and communication that can affect change. Each committee has functions, a reporting structure, identified membership, and a schedule for meetings. The district standing committees are a group of committees to address the service/educational areas common to the district.

In our strong labor union environment, the college seeks to incorporate union representation in governance through its member participation. Recognizing that contractual issues are resolved through an established union protocol, the governance structure allows for issues not bound by contract to be discussed in an open forum. It is through participation and dialogue that committed members of this college community can thrive in a healthy teaching and learning environment.

Chapter 1

PRINCIPLES OF PARTICIPATORY GOVERNANCE

To provide for the participation of faculty, staff, and students in the formulation, implementation, and review of the college's mission, goals, and policies, Wayne County Community College District has developed a district-wide governance plan. This participation is compatible with the scope of agreement (Article III) covered in collective bargaining contracts.

The governance plan provides ways for representatives of each constituent group to advise, counsel, and recommend resolutions of concerns to the district. It is based on the belief that faculty, administrators, staff, and students become part of a college community if they are involved in sharing problems and assuming responsibilities for helping find solutions. It also rests on the assumption that the essential ingredients for the district's success include mutual respect, tolerance, and commitment to the common interests. Further, it is also rooted in the belief that by providing for better utilization of the pool of human resources within the district, and by providing significant opportunities for individuals to influence the destiny of the institution, the district and the individuals will benefit.

Additionally, the governance model reflects what many people believe a college should be.

Involvement in policy-making strengthens the participants' commitment to the college and also improves decision-making, because it provides an opportunity for administrators to test reactions and modify possible actions before taking final action.

The major principles on which the governance plan is based have been endorsed by the board of trustees, the chancellor, and the various constituencies that make up the college district and are summarized below:

1. The governance structure reflects an institutional commitment to the maintenance of a clear mission and a set of goals and policies for the district.

2. The special contributions and interests of each constituent group are recognized and provided for in the plan.

3. For governance to work, the specific interests of individual constituent groups must be subordinated to what is in the best interest of the district as a whole.

4. The action of governance committees in gathering relevant information, deliberating issues in the light of that information, and reaching reasoned recommendations is the heart and soul of the plan.

5. Each governance committee should include representatives from those constituencies whose interests are affected by the outcome of governance committee recommendations.

6. Collectively, the constituencies of the college are represented on each of the governance committees, P&AA, UAW, AFT, exempt, and students.

7. The district will provide clerical support for the College Council.

8. Those matters appropriate for action by various parts of the governance system will be set forth and charged by the chancellor. These charges will be clear and specific.

9. The major college-wide committees are standing committees that are reviewed and modified periodically to fit the needs of the district. In exceptional cases, these will be augmented by task forces, study groups, and other ad hoc bodies that address particular tasks and that are abolished when those tasks are accomplished. In most cases, these ad hoc bodies make recommendations to the appropriate standing committee.

10. To ensure that the governance structure adapts to changing external and internal environments, the governance system structure will be evaluated periodically by an ad hoc committee, appointed by the chancellor.

CHAPTER 2

GUIDELINES FOR PARTICIPATORY GOVERNANCE

The following are the guidelines for district-wide participatory governance:

1. All governance committees will normally meet during regular working hours.
2. Any member of the college community may introduce a policy issue or concern into the governance process. This introduction may flow through the administrative channels or through the member's constituency.
3. At the outset of each academic year, the Office of the Chancellor will provide the college community with a statement of the functions, charges, and membership of each standing governance committee and any ad hoc bodies that are active. This statement will also name administrative liaison representatives and all staff assigned to the committees.
4. A designated person in the Office of the Chancellor will be responsible for providing administrative, technical, and clerical support to the governance system.
5. The faculty, staff, exempt, and student constituencies, through their particular groups/bodies or unions, select their representatives to the district-wide governance standing committees. Exempt representatives to the committees, are selected by the chancellor.
6. The chairperson of each committee has the authority and responsibility to see that the committee attains its goals and objectives.
7. Appointees to governance committees are expected to decide matters on the basis of their own best and considered judgment. It is appropriate for them to seek advice within or outside of their constituencies.
8. Before the end of the academic year, the members of all governance committees for the following year will have been elected and committee officers elected.
9. To ensure continuity, approximately one-half of the representatives of each committee rotate off a particular committee each year. Members of the district-wide standing governance committees serve two-year terms.
10. It is each committee's responsibility to publish and post on all campuses an agenda for each meeting at least three days before the meeting and to ensure that minutes are kept. These are to be passed to the incoming chair. It is the responsibility of the chair of each

committee to provide copies of the committee's agenda and minutes to the College Council.

11. Approved governance committee recommendations will be sent in writing to the Office of the Chancellor. The chancellor or designee will reply in writing within forty-five (45) days to governance committee recommendations by:

    a. endorsing recommendations and detailing the executive action necessary to implement the recommendations; or

    b. returning recommendations to the committee chairperson along with a written statement which describes specific concerns that must be resolved prior to executive action; or

    c. returning the recommendations to the committee chairperson along with a written statement that specifically explains why committee recommendations cannot be endorsed.

In no case will committee recommendations go unanswered as a veto to the recommendation.

CHAPTER 3

STRUCTURE OF PARTICIPATORY GOVERNANCE

Board Councils and Committees

A. Board of Trustees

Wayne County Community College District is governed by a board of trustees elected from nine districts within the county. The board provides policy leadership and has fiduciary responsibility for the college. Within the board there are four standing committees: Educational Affairs Committee, Finance/Personnel/Facilities Committee, Board Policies Committee, and the Board Audit Committee.

The board approves annual budgets, long-range plans, and educational programs that will ensure the fiscal stability of the college.

The board of trustees recognizes its role in supporting the chancellor of the college who is responsible for implementing board policy.

B. Office of the Chancellor

The chancellor is the chief executive officer of Wayne County Community College District and is directly responsible to the board of trustees for the educational leadership and efficient management of the college's human, physical, and fiscal resources. The chancellor's chief executive role includes:

1) Representation of, and primary spokesman for, the district to various external organizations and agencies whose activities directly or indirectly affect the welfare of the district. Among these are federal, state, and local government; national and regional educational associations; other higher education institutions; and various community associations.

2) Articulation of educational philosophy for the district to its constituency.

3) Formulation of strategic plans for the district.

4) Provision of the direction and guidance to the district's major operating units and to the individuals who report to the Office of the Chancellor.

5) Maintenance of a climate in the district conducive to an effective teaching and learning process.

6) Implementation of board policies and recommendation of policies and other actions to the board.

CHANCELLOR'S CABINET

The **Chancellor's Cabinet** the primary advisory body to the chancellor.

Functions

- support the chancellor in the development and revision of policies, procedures and goals the chancellor wishes the district to meet
- provide oversight of all district activities to maintain compliance with policies and procedures internally and externally
- serve as the final decision-making body as it relates to the management of the district

Reporting

The **Chancellor's Cabinet** serves as an advisory body to the chancellor.

Membership

Executive membership

Chaired by the chancellor
Vice chancellors
Executive assistant to the chancellor
Assistant to the chancellor for special programs and public information

General membership

Provosts
Deans
Assistant to the vice chancellor for administration and finance

Meetings:

Executive membership — once a week
General membership — twice a month.

ADMINISTRATIVE COUNCIL

The **Administrative Council** is the primary operational council of the district.

Functions

- provide primary support and coordination in areas related to academic policy, curriculum, and student assessment
- provide leadership in accreditations
- provide overall coordination of college departments and functions that support the operation of the district

Reporting

The **Administrative Council** reports to the chancellor.

Membership

Executive membership

Chaired by the vice chancellor for educational affairs
Provosts
Executive assistant to the chancellor
Assistant to the chancellor for special programs and public information
Vice chancellor for administration and finance
Deans
Associate deans
Assistant to the vice chancellor for administration and finance

General membership

Campus assistant deans for instruction
Director of nursing
Director of information technology (IT)
Director of government relations
Director of human resources
Director of public affairs

Meetings:

Executive membership — once a month
General membership — once a month

PROVOST'S COUNCIL

The **Provost's Council** is the site-based leadership level and operational body of the college.

Functions

- provide consistency of campus services
- respond to community/corporate needs
- make policy recommendations for the efficient operation of each campus
- provide an effective teaching/learning environment
- maintain/update physical facility
- provide leadership for campus activity

Reporting

The **Provost's Council** reports to the vice chancellor for educational affairs.

Membership

Five (5) campus provosts

Meetings:

Twice a month

COLLEGE COUNCIL

The purpose of the **College Council** is to provide a vehicle for shared governance among the several constituencies of the district.

Functions

- develop policy recommendations which ensure quality education in a safe working and learning environment
- proactive democratic forum for communication through which issues of importance to employees and students of the district may be openly discussed or debated
- serve as an advisory body to the administration

Reporting

The **College Council** reports to the chancellor.

Membership

Executive membership

Members are elected from the representatives chosen. Positions filled will be president, vice president, secretary, and three members at-large.

General membership

Full-time or part-time
  - Any employee of the institution who is a member of AFT, UAW, or P&AA is eligible.
  - AFT: one representative and one alternate are elected from each academic discipline or program.
  - UAW: one representative and one alternate are elected from each campus.
  - P&AA: one representative and one alternate are elected from each campus.

The chancellor will select two (2) representatives from the exempt staff.

Two (2) students will be appointed from each campus. Students must maintain a 2.0 grade point average to be eligible for the council.

Meetings:

Executive membership — twice a month
General membership — once a month

DISTRICT COUNCIL ON PLANNING, ASSESSMENT, AND ACCREDITATION

The **District Council** integrates the functions necessary for strategic planning, student assessment, and accreditation.

Functions

- to ensure a systematic ongoing approach to these vital areas
- improve communication throughout the college community
- support efforts in securing grants
- provide information relevant to change in trends

Reporting

The **District Council on Planning, Assessment, and Accreditation** reports to the vice chancellor for educational affairs.

Membership

Executive membership

Vice chancellor for administration and finance
Dean of institutional research, planning, and development
Senior assessment analyst
Chair of North Central Association self-study
Chair of Assessment Steering Committee

General membership

Members of college Assessment Steering Committee
Steering committee members of NCA self-study

Meetings:

Executive membership — once a month
General membership — bi-monthly

Sub Committee:

Assessment Steering Committee

DISTRICT STANDING COMMITTEES

This group of committees addresses service/educational areas common to the district. The standing committees are:

BUSINESS MANAGERS' COMMITTEE

CAMPUS ASSISTANT DEANS FOR INSTRUCTION COMMITTEE

CURRICULUM COMMITTEE

CEREMONIES AND RITUALS COMMITTEE

DISTRICT STUDENT GOVERNMENT ASSOCIATION COMMITTEE

ENROLLMENT MANAGEMENT AND STUDENT SERVICES COMMITTEE

LIBRARY AND LEARNING RESOURCES COMMITTEE

TECHNOLOGY COMMITTEE

BUSINESS MANAGERS' COMMITTEE

This committee oversees facility and fiscal operations for consistency of service throughout the district.

Functions	◆ reviews the future construction and/or renovation needs of the district, the status of current capital projects, and the status of space assignments ◆ reviews the status of security, maintenance, parking, housekeeping services; and budget ◆ recommends physical plant and fiscal procedures
Reporting	The committee reports to the vice chancellor for administration and finance.
Membership	Controller Assistant to the vice chancellor for administration and finance All campus business managers
Meetings	Monthly

CAMPUS ASSISTANT DEANS FOR INSTRUCTION COMMITTEE

This committee oversees quality control of instruction across the District.

Functions	◆ evaluate instruction and make recommendations to improve quality ◆ maintain consistency in the academic disciplines across the district ◆ coordinate faculty development activities
Reporting	The committee reports to the vice chancellor for educational affairs.
Membership	*Executive membership* Associate deans *General membership* All campus assistant deans for instruction and director of nursing (or persons acting in that capacity)
Meetings	Executive membership — once a month General membership — twice a month

CURRICULUM COMMITTEE

This committee oversees quality control of educational programs across the district.

Functions

- reviews course changes, proposals, new programs, and recommends such changes and revisions for board of trustees approval and for inclusion in the catalog
- in conjunction with the dean of academic services, this committee reviews the proposed plans of academic units and recommends priorities among such plans. such recommendations shall be reported to the vice chancellor for educational affairs; and an information copy of such recommendations shall be reported to the College Council
- considers such items as the mechanics of the academic program, adjustments in admission, retention, and dismissal requirements, changes in the catalog description of academic procedures
- recommends policy on various academic matters such as admission, retention, and graduation requirements, etc.
- recommends to College Council changes for the improvement of the academic programs of the college

Reporting The committee reports to the vice chancellor for educational affairs.

Membership Dean of academic services or designee

One member from the full-time faculty of each of the departments will be elected.

Departments are:

1. Social sciences
2. Life sciences and physical sciences
3. Humanities/English
4. Electronics/manufacturing
5. Human & community development
6. Allied health
7. Nursing
8. Counseling
9. Learning resource centers
10. Business/computer information systems

Meetings	Monthly, excluding June, July, and August
Subcommittees	1. Schedule and Catalog Committee (convenor: dean of academic services) 2. Faculty Organization Day Committee (convenor: dean of academic services)

CEREMONIES AND RITUALS COMMITTEE

This committee oversees quality control of formal assemblies.

Functions

- planning and execution of all district assemblies and convocations
- development of a district-wide ceremonial calendar
- coordination of commencement exercises, to include nursing, dietetics, EMT, OTA, MLT, dental, and *special populations*
- coordination of awards and recognition ceremonies for students, faculty, and staff

Reporting The committee reports to the chancellor of the college

Membership

Assistant to the chancellor for special programs and public information
Secretary to the board of trustees
One full-time student
One part-time student
Other members as recommended by the chancellor

Meetings Monthly, except for June, July, and August

DISTRICT STUDENT GOVERNMENT ASSOCIATION COMMITTEE

This committee serves to coordinate programs developed by the campus **Student Government Associations** and to deal with college-wide issues and concerns of students.

Functions	◆ suggest policy regarding the granting of scholarships, awards, grants and loans to college students ◆ propose regulations concerning all extra-curricular activities ◆ recommend the extension of official recognition of student organizations ◆ support/promote college athletic program
Reporting	The committee reports to the dean of enrollment management and student services.
Membership	Chairperson and vice chairperson of the **Student Government Association** of each campus Secretary to the board of trustees
Meetings	Monthly, except for June, July, and August

ENROLLMENT MANAGEMENT AND STUDENT SERVICES COMMITTEE

The purpose of the committee is to support quality service to students. Areas served are: admissions, records and registration, academic support, *ACCESS*, career planning and placement, veterans affairs specialist, registrar, and district coordinator for student activities.

Functions	♦ ensure a coordinated systematic effort to improve and deliver services to students ♦ support the college mission in serving a diverse student population ♦ recommend new policies and procedures ♦ coordinate strategic planning efforts
Reporting	The committee reports to the vice chancellor for educational affairs.
Membership	Dean for enrollment management and student services Assistant registrars Director of academic support Director of *ACCESS* Director of career planning and placement Veterans affairs specialist Registrar District coordinator for student activities
Meetings	Monthly

LIBRARY AND LEARNING RESOURCES COMMITEE

The committee oversees quality control of the learning resources across the district.

Functions

- review LRC policies regarding services, acquisitions, and holdings
- propose procedures for the use of the LRC supplies and equipment
- assess library and learning resource needs of the district
- provide faculty and students current information on acquisitions and holding

Reporting The committee reports to the dean of academic services.

Membership *Executive membership*

Associate deans

General membership

Media specialist/DALNET (p.m.)
Central and campus LRC coordinators

Meetings Executive membership — once a month, excluding June, July, and August

General membership — twice a month, excluding June, July, and August

TECHNOLOGY COMMITTEE

This committee oversees the process by which the district's annual strategic technology planning objectives are developed.

Functions

- establishes and monitors a process for annual review of new/existing technologies
- establishes leadership in budgeting infrastructure development, staffing, and policy review
- reviews support services related to implementation of new technologies
- recommends appropriate training
- recommends initiatives related to strategic planning

Reporting

The committee reports to the chancellor of the college.

Membership

Executive membership

Vice chancellor for educational affairs
Vice chancellor for administration and finance
Director of information technology
District director of distance learning
District LRC media specialist

General membership

Associate deans
Campus Technology Committee chairs
Auxiliary services coordinator
Educational Affairs Technology Committee chairs
Administration and Finance Committee chair
Chancellor's Committee chair

Meetings

Executive membership — every other month
General membership — monthly

CONCLUSION

The Wayne County Community College District has adopted a formal system of participative governance as an appropriate method by which to assure administrative, faculty, and staff communication and joint planning as the district seeks to pursue the goals and objectives defined by its mission.

The Wayne County Community College District Board of Trustees has adopted and reaffirmed a series of resolutions providing for the implementation of this district-wide governance system. The system recognizes the rights and responsibilities of faculty, students, support staff, and administrators to participate in the internal governance processes of the institution.

APPENDIX C

EXECUTIVE SUMMARIES OF SPECIAL SURVEYS

PERSONAL ASSESSMENT OF THE COLLEGE ENVIRONMENT (PACE)

COMMUNITY SURVEY 1998

FACULTY INVENTORY: THE SEVEN PRINCIPLES OF GOOD PRACTICE IN UNDERGRADUATE EDUCATION

PERSONAL ASSESSMENT OF THE COLLEGE ENVIRONMENT (PACE)[1]

A report for

Wayne County Community College
Detroit, MI

EXECUTIVE SUMMARY

In August and September 1998, the Personal Assessment of the College Environment (PACE) survey was administered to all of the 680 employees at Wayne County Community College (WCCC). Of those 680 employees, 316 (46.5%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of WCCC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

Employees completed a 55-item PACE instrument developed by George A. Baker III and the NILIE team of NC State University. The 55 items are organized into six factors or domains including Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus. Respondents were asked to rate the six climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at WCCC to a norm base and to a range of four different managerial systems found to exist in colleges. The information generated from the instrument has been developed into a research report and can be used for planning and decision making in order to improve the existing climate.

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. This high coefficient indicates that the PACE provides an internal estimate of the instrument's reliability. A strong alpha coefficient means that participants responded the same way to similar items. Within this context, the climate survey is measuring what the designer expects to measure.

---

[1] This "Executive Summary" is taken from the complete report authored by George A. Baker III, Amy Gantt, and Leanne Wolford, North Carolina State University, November 1998, pp. ii-iii. All references are in the cited report.

308

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert, the collaborative system, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate (1967). Like Likert, NILIE has concluded that System 4 (collaborative) is the climate to be sought as opposed to generally existing naturally in the environment. Likert discovered that most organizations functioned at the System 2 (competitive) or System 3 (consultative) levels. This has been NILIE's experience, as well, with most college climates falling into the consultative system across the six domains of the climate instrument.

At WCCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding a 3.35 mean score or mid-consultative system. The Technical Operations personnel held the most positive perception, yielding a mean score of 3.53. The Administrative personnel held the lowest perception, yielding a 3.12 mean score of the college environment. The Work Design category received the highest mean score(3.59), whereas the Communication category received the lowest mean score (3.14).

Of the more than 60 studies completed by NILIE, no organization has been found to have achieved a System 4 or collaborative environment, except in some aspects of some categories, and with some categories of employees. Thus, the System 4 environment remains a climate to be sought through planning, collaboration, and organizational development. For descriptive purposes, only the normative PACE data (i.e., Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus) will be compared against the NILIE norm base.

The PACE instrument administered at WCCC included the 55 original items. Of these, none of the composite ratings fell within the least favorable category identified as the coercive range (System 1). Five composite ratings fell within the collaborative range (System 4), thirty-eight fell within the consultative range (System 3), and twelve fell within the competitive range (System 2).

When respondents were classified according to Personnel Classification at WCCC, the composite ratings were as follows: Administrative (3.12), Technical/Campus Operations (3.53), Administrative Support (3.43), and Faculty (3.37). However, when the surveys were analyzed, it was found that, in some cases, employees self-reported functional areas other than the one in which they are classified by the organization. This factor may lead to an inaccurate representation of the true functional area populations in this study.

The top areas in need of improvement were identified for each major functional role within the institution. Each group has generated a slightly different set of priorities. Below, the data for all groups have been aggregated and a set of priorities for the institution as a whole has been created. These areas, beginning with the item of greatest concern, include:

- The extent to which decisions are made at the appropriate level at this institution (item #35), Mean score: 2.42.

- The extent to which this institution is appropriately organized (item #34), Mean score: 2.43.
- The extent to which information is shared within this institution (item #19), Mean score: 2.59.
- The extent to which I am able to appropriately influence the direction of this institution (item #9), Mean score: 2.65.
- The extent to which a spirit of cooperation exists at this institution (item # 24), Mean score: 2.67.
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 2.75.

In the report that follows, six basic research questions regarding organizational climate at Wayne County Community College have been answered. The intent of this research report is to provide information for organizational, unit, and individual changes necessary to move forward in the process of becoming a learning organization.

COMMUNITY SURVEY 1998[2]

SUMMARY

In May 1998, a telephone survey was administered to a random sample of 400 residents of Wayne County, Michigan. The survey design permitted a confidence level of 95 percent that responses were ±5 percent of the results obtained. The purpose of the survey was twofold: first, to pilot an instrument developed as part of a state-wide task force charged with developing core performance indicators for Michigan's community colleges; and second, to obtain local data for the purposes of Wayne County Community College District's NCA self-study.

The college posited that a significant measure of whether it is "accomplishing its educational and other purposes," and whether it can continue to do so in the future, could be derived from an assessment of constituent opinion.

During the time that the college was engaged in its NCA Self-study, the Michigan Community College Association (MCCA) and the Michigan Community College Data and Evaluation Committee (MCCDEC) established a joint task force to develop core performance indicators. The college's chancellor was a member of the MCCA's President's Performance Outcomes Task Force. The college's senior assessment analyst was the chair of MCCDEC and a member of the joint Performance Indicators Task Force. Among the ten core performance indicators proposed by the task force — and unanimously adopted by Michigan community college presidents and trustees — was "community satisfaction," defined as

> *"The proportion of a sample of service area residents above 18 years of age who indicate that the college's service to the public meets or exceeds expectations."*

The Center for Social Research at Oakland Community College (Michigan) was contracted to assist in modifying the task force-proposed survey instrument and to conduct the telephone survey.

---

[2] This "Summary" is derived from the complete report, "Wayne County Community College District Community Satisfaction Survey 1998: "The Institution is Accomplishing its Educational and Other Purposes," by Ronald R. Dowe.

The survey included a series of dimensions to describe and measure the community's perceptions of the college, in addition to the primary question, "In your opinion, to what extent is Wayne County Community College meeting your expectations as a college? Is WCCC not meeting, meeting, or are they exceeding your expectations?" These dimensions included:

- *Community penetration* — 25 percent of the respondents reported that they had enrolled, attended an event, or visited the college, however, only 12.5 percent reported this contact within the last three years. Fewer than ten percent of the county residents reporting contact indicated that they had enrolled in a course with the college.

- *Quality of instruction* —Respondents rated training courses the highest with a mean scale rating of 3.19 on a 4.0 scale. Traditional credit courses were rated 3.15, and non-credit, continuing education courses were rated 3.0.

- *Meeting expectations* — 82 percent of this sample of residents who had had contact with the college said that the college is meeting or exceeding their expectations.

- *Service to the community* — 67 percent of these respondents answered that the college is doing "good" or "excellent" in its service to the community.

- *Postsecondary enrollment* — About 10 percent of this sample reported enrollment in any college or university, and 41 percent of these district residents reported enrollment in a community college. About 63 percent of the community college enrollees were attending either Henry Ford Community College or Schoolcraft College.

- *Relative importance of college purposes/roles* — Respondents placed a higher relative value on the college providing traditional instructional activities, that is, preparation for transfer, occupational training, remedial instruction, and external employment-based training. They viewed as much less important the ancillary activities of non-credit courses and student activities, including athletics.

- *Satisfaction with selected indicators* — Almost 95 percent of this sample agreed or strongly agreed that "Wayne County Community College is a valuable asset to the community." This was the highest-rated of the six indicators measured with a mean score of 3.15. The lowest-rated indicator was "The college has a good reputation in the community," with a mean score of 2.92.

In summary, this survey suggests that, overall, the public is satisfied with the college's fulfillment of its mission. Respondents who have had contact with the college are generally supportive and favorable in their opinions. Nevertheless, several of the measures indicate areas that the college should review further as potential areas of improvement. For example, respondents' comments suggest that the college should provide more and better information about itself and be more aggressive in informing the community about what the college is doing. Others emphasize that other improvements — more courses, improved physical plant, more surveys — should be pursued by the college. Finally, a larger proportion of district residents report enrollment in out-of-district (but in-county) community colleges than in WCCCD, and these respondents are generally more critical of the college's services, suggesting that service issues may be a significant factor in enrollment and retention.

FACULTY INVENTORY: THE SEVEN PRINCIPLES OF GOOD PRACTICE IN UNDERGRADUATE EDUCATION [3]

SUMMARY

As part of its *Plan for the Assessment of Student Academic Achievement*, the Assessment Steering Committee planned the use of *The Seven Principles of Good Practice in Undergraduate Education*. In August 1998, the *Faculty Inventory* was distributed to all faculty participating in the college's semi-annual Faculty Organization Day. During the fall semester, approximately 280 instructors had teaching assignments. The *Inventory* was completed by 155 full-time and part-time instructors, or approximately 55 percent. Although department/discipline affiliations were collected, not all faculty provided this information, making sub-analysis more problematic, although such summaries were produced for faculty discussion.

The steering committee's purpose was to use the *Inventory* as a basis for discussion within department meetings and as an adjunct to the college's NCA self-study. The faculty continue to use the results in this vein. The summary that follows, therefore, is preliminary, and further analysis will continue.

The *Faculty Inventory* consists of seven "practices" made up of ten items each, or seventy items in total.

Faculty responses were assigned a numerical value of ***1*** for "never," ***2*** for "rarely," ***3*** for "occasionally," ***4*** for "often," and ***5*** for "very often." Thus, higher scores describe more desirable behavior within the constructs of the *Seven Principles*. Overall, faculty describe their practices at an composite mean of 3.05, that is, these practices, in their aggregate, are engaged by Wayne County Community College District faculty "occasionally."

The highest composite mean scores were in the broad practices defined as "high expectations" and "time on task," with mean scores of 3.42 and 3.43, respectively. The lowest composite mean score was in the construct of "student-faculty contact," with a mean score of 2.65.

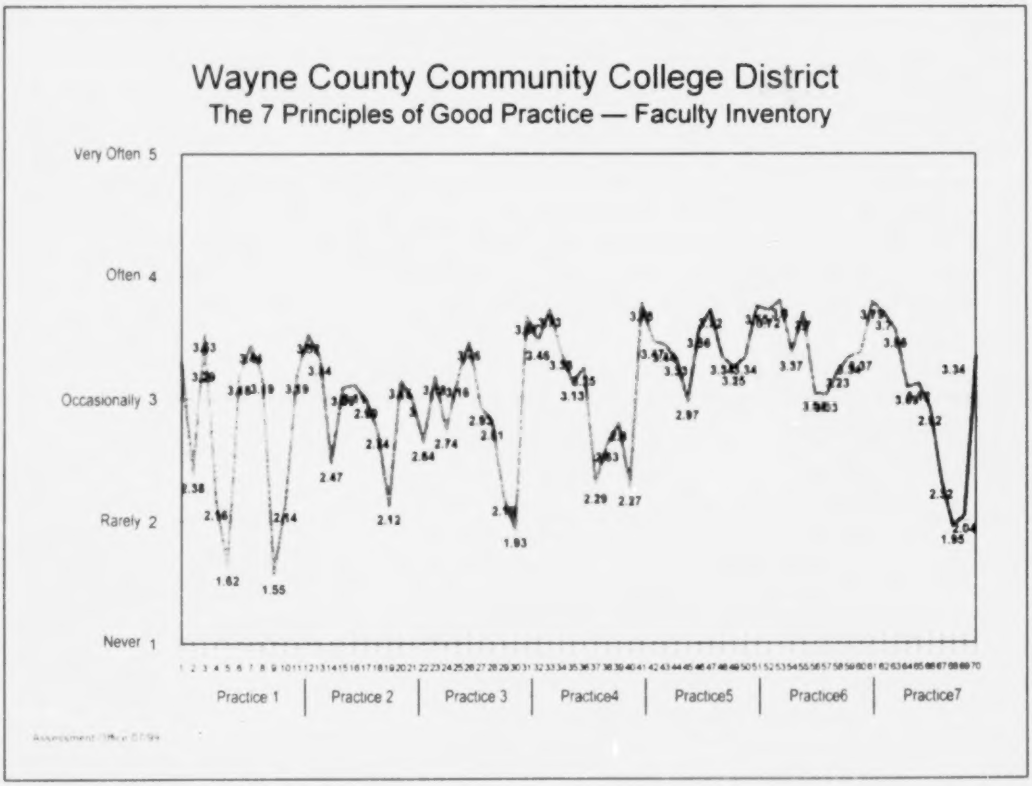
---

[3] This "Summary" is derived from preliminary statistical analyses of the ***Inventory*** data.

Figure 62: Combined composite averages for the 7 Principles of Good Practice, 1998.

Good Practice in Undergraduate Education	**Mean**
1 Good Practice Encourages Student-Faculty Contact	2.65
2 Good Practice Encourages Cooperation Among Students	2.97
3 Good Practice Encourages Active Learning	2.80
4 Good Practice Gives Prompt Feedback	3.06
5 Good Practice Emphasizes Time on Task	3.42
6 Good Practice Communicates High Expectations	3.43
7 Good Practice Respects Diverse Talents and Ways of Learning	2.98

Figure 63: The Seven Principles of Good Practice Faculty Inventory, 1998.



Taking the seventy items individually, faculty describe their practices with considerable variability, although practices 5 and 6 — *time on task* and *high expectations* — the two highest-rated practices, show more internal consistency among the individual items. (The standard deviations for these questions are generally smaller, demonstrating that most answers fell within a narrow or more restricted range.) No item in the inventory, overall, fell in the range between "often" and "very often."

Figure 64: Comparative mean responses to the 70-item Faculty Inventory, arrayed by the Seven Principles of Good Practice.

		Mean	**SD**
1 Good Practice Encourages Student-Faculty Contact		**2.65**	
1	I advise my students about career opportunities in their major field.	3.29	.95
2	Students drop by my office just to visit.	2.38	1.22
3	I share my past experiences, attitudes, and values with students.	3.53	.69
4	I attend events sponsored by student groups.	2.16	1.17
5	I work with student affairs staff on issues related to student extracurricular life and life outside the school.	1.62	1.22
6	I know my students by name be the end of the first two weeks of the term.	3.18	1.02
7	I make special efforts to be available to students of a culture or race different from my own.	3.44	.90
8	I serve as a mentor or informal advisor to students.	3.19	.91
9	I take students to professional meetings or other events in my field.	1.55	1.34
10	Whenever there is a conflict on campus involving students, I try to help in its resolution.	2.14	1.26

2 Good Practice Encourages Cooperation Among Students		**2.97**	
11	I ask students to tell each other about their interests and backgrounds.	3.19	1.01
12	I encourage my students to prepare together for classes or exams.	3.52	.75
13	I encourage students to do projects together.	3.34	.84
14	I ask my students to evaluate each other's work.	2.47	1.20
15	I ask my students to explain difficult ideas to each other.	3.09	.93
16	I encourage my students to praise each other for their accomplishments.	3.11	1.03
17	I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.	2.99	1.04
18	I create "learning communities," study groups, or project teams within my courses.	2.74	1.19
19	I encourage students to join at least one campus organization.	2.12	1.28
20	I distribute performance criteria to students so that each person's grade is independent of those achieved by others.	3.15	1.20
3 Good Practice Encourages Active Learning		**2.80**	
21	I ask my students to present their work in class.	3.00	1.70
22	I ask my students to summarize similarities and differences among different theorists, research findings, or artistic work.	2.64	1.18
23	I ask my students to relate outside events or activities to the subjects covered in my courses.	3.18	.91
24	I ask my students to undertake research or independent study.	2.74	1.18
25	I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.	3.16	.96
26	I give my students concrete, real-life situations to analyze.	3.46	.78
27	I use simulations, role-playing, or labs in my classes.	2.93	1.25
28	I encourage my students to suggest new readings, research projects, field trips, or other course activities.	2.81	1.16
29	My students and I arrange field trips, volunteer activities, or internships related to the course.	2.19	1.34
30	I carry out research projects with my students.	1.93	1.33

4 Good Practice Gives Prompt Feedback		**3.06**	
31	I give quizzes and homework assignments.	3.67	.78
32	I prepare classroom exercises and problems which give students immediate feedback on how well they do.	3.46	.86
33	I return examinations and papers within a week.	3.73	.70
34	I give students detailed evaluations of their work early in the term.	3.38	.96
35	I ask my students to schedule conferences with me to discuss their progress.	3.13	1.10
36	I give my students written comments on their strengths and weaknesses on exams and papers.	3.25	1.09
37	I give my students a pre-test at the beginning of each course.	2.29	1.50
38	I ask students to keep logs or records of their progress.	2.63	1.37
39	I discuss the results of the final examinations with my students at the end of the semester.	2.80	1.36
40	I call or write a note to students who miss classes.	2.27	1.36
5 Good Practice Emphasizes Time on Task		**3.42**	
41	I expect my students to complete their assignments promptly.	3.78	.56
42	I clearly communicate to my students the minimum amount of time they should spend preparing for classes.	3.47	.80
43	I make clear to my students the amount of time required to understand complex material.	3.44	.77
44	I help students set challenging goals for their own learning.	3.33	.82
45	When oral reports or class presentations are called for I encourage students to rehearse in advance.	2.97	1.28
46	I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.	3.56	.78
47	I explain to my students the consequences of non-attendance.	3.72	.61
48	I make it clear that full-time study is a full-time job that requires forty or more hours a week.	3.34	.99
49	I meet with students who fall behind to discuss their study habits, schedules, and other commitments.	3.25	.96
50	If students miss my classes, I require them to make up lost work.	3.34	1.03

6 Good Practice Communicates High Expectations		**3.43**	
51	I tell students that I expect them to work hard in my classes.	3.75	.61
52	I emphasize the importance of holding high standards for academic achievement.	3.72	.65
53	I make clear my expectations orally and in writing at the beginning of each course.	3.80	.52
54	I help students set challenging goals for their own learning.	3.37	.84
55	I explain to students what will happen if they do not complete their work on time.	3.70	.58
56	I suggest extra reading or writing tasks.	3.04	1.10
57	I encourage students to write a lot.	3.03	1.13
58	I publicly call attention to excellent performance by my students	3.23	1.06
59	I revise my courses.	3.34	.88
60	I periodically discuss how well we are doing during the course of the semester.	3.37	.87
7 Good Practice Respects Diverse Talents and Ways of Learning		**2.98**	
61	I encourage students to speak up when they don't understand.	3.79	.60
62	I discourage snide remarks, sarcasm, kidding, and other class behaviors that may embarrass students.	3.70	.67
63	I use diverse teaching activities to address a broad spectrum of students.	3.56	.65
64	I select readings and design activities related to the background of my students.	3.09	1.13
65	I provide extra material or exercises for students who lack essential background knowledge or skills.	3.12	.96
66	I integrate new knowledge about women and other under-represented populations into my courses.	2.92	1.13
67	I make explicit provisions for students who wish to carry out independent studies within my own course or as separate courses.	2.32	1.31
68	I have developed mastery learning, learning contracts, or computer assisted learning alternatives for my courses.	1.95	1.37
69	I encourage my students to design their own majors when their interests warrant doing so.	2.04	1.44
70	I try to find out about my students' learning styles, interests, or backgrounds at the beginning of each course.	3.34	1.00
Overall		**3.05**	

The ten inventory items showing the highest faculty engagement — describing practices that WCCCD faculty "value" and incorporate in their teaching — are listed blow. As indicated previously, four of these ten "best" practices fall in inventory number 6, '*Good practice communicates time on task*".

Figure 65: Profile of practices of highest faculty engagement.

Good practices of highest faculty engagement		Mean	SD
53	I make clear my expectations orally and in writing at the beginning of each course.	3.80	0.52
61	I encourage students to speak up when they don't understand.	3.79	0.60
41	I expect my students to complete their assignments promptly.	3.78	0.56
51	I tell students that I expect them to work hard in my classes.	3.75	0.61
33	I return examinations and papers within a week.	3.73	0.70
47	I explain to my students the consequences of non-attendance.	3.72	0.61
52	I emphasize the importance of holding high standards for academic achievement.	3.72	0.65
55	I explain to students what will happen if they do not complete their work on time.	3.70	0.58
62	I discourage snide remarks, sarcasm, kidding, and other class behaviors that may embarrass students.	3.70	0.67
31	I give quizzes and homework assignments.	3.67	0.78

The items of the inventory that Wayne County Community College District faculty identify as of lowest frequency in their teaching follow below. Three of these ten items fall within practice number one — *"Good practice encourages student-faculty contact"* — and two within practice number seven — *"Good practice respects diverse talents and ways of learning"*. These items suggest areas in need of improvement.

Figure 66: Profile of practices of lowest faculty engagement — priorities for change.

Good practices of lowest faculty engagement		Mean	SD
40	I call or write a note to students who miss classes.	2.27	1.36
29	My students and I arrange field trips, volunteer activities, or internships related to the course.	2.19	1.34
4	I attend events sponsored by student groups.	2.16	1.17
10	Whenever there is a conflict on campus involving students, I try to help in its resolution.	2.14	1.26
19	I encourage students to join at least one campus organization.	2.12	1.28
69	I encourage my students to design their own majors when their interests warrant doing so.	2.04	1.44
68	I have developed mastery learning, learning contracts, or computer assisted learning alternatives for my courses.	1.95	1.37
30	I carry out research projects with my students.	1.93	1.33
5	I work with student affairs staff on issues related to student extracurricular life and life outside the school.	1.62	1.22
9	I take students to professional meetings or other events in my field.	1.55	1.34